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DEVELOPMENT OF A JUNIOR HIGH SCHOOL INSTRUMENT FOR APPRAISING SOCIAL READINESS FOR EMPLOYMENT.

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OUT OF INTERVIEW DATA AND A BUREAU OF STANDARDS BOOKLET, TWO APPRAISAL DEVICES "WHERE IS IT DONE" AND "WHAT TO DO" WERE DEVELOPED TO MEASURE SOCIAL READINESS FOR EMPLOYMENT. THE DEVICES ARE DIRECT MEANS FOR A STUDENT TO RECORD HIS THOUGHTS ABOUT WORK AND SCHOOL SITUATIONS SO THAT HE AND OTHERS CAN OBSERVE THE VERACITY OF HIS RESPONSES. THE DEVICES WERE REVISED BY ELIMINATING ITEMS OF WIDE VARIABILITY IN RESPONSE, AND A KEY FOR SCORING DEVELOPED ON THE BASIS OF THE RESPONSES OF WOMEN LEADERS IN 12 DIFFERENT OCCUPATIONS. STUDENT RESPONSES OBTAINED IN DISADVANTAGED JUNIOR HIGH SCHOOLS SHOWED THAT THE INSTRUMENT WAS USEFUL IN DESCRIBING THE THOUGHTS OF GROUPS OF STUDENTS. THE RELIABILITY OF GROUP RESPONSES WAS .935. IT IS RECOMMENDED THAT A CURRICULUM UNIT BE DEVISED TO HELP JUNIOR HIGH SCHOOL STUDENTS FURTHER THEIR READINESS FOR EMPLOYMENT. FURTHER STUDY OF CHARACTERISTIC DIFFERENCES BETWEEN STUDENTS AND SOCIAL READINESS FOR EMPLOYMENT IS ALSO ADVISED. ALTHOUGH THE INSTRUMENT ELICITS VALID AND RELIABLE RESPONSES FROM STUDENTS, AND IS A USEFUL AID IN DEVELOPING STUDENT SOCIAL READINESS FOR EMPLOYMENT, IT SHOULD BE EXTENDED AND REFINED. (SK)

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Development of a Junior High School Instrument for Appraising Social Readiness for Employment

Project 5-8462
Contract No. OE-6-85-129

Vivian Edmiston Todd

and

Zelpha Bates

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DEVELOPMENT OF A JUNIOR HIGH SCHOOL INSTRUMENT FOR EVALUATING SOCIAL READINESS FOR EMPLOYMENT

Concern with the behavior of junior high school girls with regard to employment, and with the identification of any differences in such behavior related to differences between advantaged and disadvantaged communities, led presently to the decision to develop an instrument for evaluating social readiness for employment. Since the instrument was to be used in disadvantaged communities, it needed to be developed there as well as in advantaged communities. The present "small-contract" study was carried out in less advantaged communities. By virtue of this fact, the study became a two-fold one: an exploration of critical factors in the development of an appraisal device for use in schools serving disadvantaged communities, and the development of an instrument for appraising or teaching groups of students regarding social readiness for employment.

Introduction

Whether a person is employed, is retained as an employee, or is promoted, is affected by his social skills as well as his technical skills. The "Handbook for Young Workers" (1) prepared by the U. S. Department of Labor affirms that:

> Studies show that more workers lose their jobs or fail to advance in them because of poor work attitudes than because of their inability to do the job.

What are the attitudes or beliefs that stand in the way of job getting, and job holding? Presumably from job situation to job situation expected attitudes and beliefs may differ, but it is safe to assume that certain attitudes and beliefs are useful in most job situations. It should be possible to identify at least some beliefs that are critical in getting and holding jobs and to devise an instrument to appraise the presence or absence of such beliefs. In a small study a beginning can be made as a basis for subsequent refinement and development.

Limitation of the problem

Proposal of a study to determine characteristic differences in preemployment education for girls in junior high schools of socioeconomically disadvantaged and advantaged communities led to the decision to develop an instrument for evaluating social readiness for employment. Thus the starting point limits for the present study were:

a. Junior high school
b. Girls

The junior high school age range includes fourteen, an age at which youth in some states can obtain work permits and enter the labor force, attending school and working part time.

The junior high school is recognized by many people as the beginning of emphasis on vocational education. Furthermore, descriptions or purposes and functions of the junior high school mention vocational education. For instance, M. E. Herriott reported committee findings about "Organizing the Junior High School" (5) and pointed out as an imperative need that all junior high school youth need to explore their own aptitudes and to have experiences basic to occupational proficiency. His committee noted that one of the functions of the junior high school is "to assist students to make intelligent decisions regarding present educational and vocational opportunities and to prepare them to make future educational and vocational decisions."

The Economic Opportunity Act attempted to bring to a wider segment of the population vocational opportunities not currently enjoyed. It was accompanied by concern of educators with the school "dropout." H. J. Parker reported on "High School Dropout Intentions of Seventh Grade Pupils," (9) as shown by responses of 29,000 7th grade students in 373 schools to the questionnaire entitled, "Your Educational Plans." 4% of the girls expressed dropout intentions; 9.4% of the boys.

Seventh grade expectations of dropping out of school are followed by actual dropping out. Bulletin 1277 of the U. S. Department of Labor entitled "School and Early Employment Experience of Youth," reported that 336 out of 1000 entering 9th grade do not graduate from high school. 33% drop out in senior high schools.

J. Schiffman reported a study of the U. S. Department of Labor (7) on a sample of 10- to 24-year old youth in October, 1962, in which the rate of unemployment for school dropouts was twice as high as that of high school graduates. "Early marriage seems to be related to the high dropout rate for women," he states further.

The importance of the marital decision for girls was sufficient argument for limiting the study to girls, but that limit was also due to other factors: The funding of the study was in relation to home economics education. The frequent requirement of Home Economics for girls and the subsequent populating of home economics classes by girls made the development of an instrument for appraising social readiness for employment feasible in such classes.

The research study most closely related to this one was entitled, "Adolescent Girls," (3) and was done for the Girl Scouts of the USA by the Institute for Social Research at the University of Michigan with a random sample of girls from ages 11 through 18, overlapping the age range of the junior high school.

"Adolescent Girls" refers to "feminine themes in occupational choices" and "the sex patterning of expected job gratifications" as follows:

> The importance of feminine themes in occupational choices is supported by answers to the probe "Why do you think you might go into (this occupation)?" "What would you like about being a (occupation)?" (3)

Table 24 presents the responses of the 1925 girls in the sample as follows:

TABLE 24 Why do you think you might go into (occupation)? What would you like about being a (occupation)?

	Percent of the age range	
	Under 14	14-16
Interest in the work itself	49%	59%
High pay, status, security, good opportunities	11	14
Social service, likes to help others	24	23
Likes children	15	9
Work with people, meet people		
Own boss	11	17
Suitable for a woman, can marry and return to it	1	2
Easy work	5	9
Other - family attachments to occu. outdoor health aspect, desire for travel	28	23
Hasn't mentioned job	4	2
Don't know	2	1
Number	844	822

Douvan and Kay contrast the above findings regarding girls with similar findings for boys, as follows:

> The sex patterning of expected job gratifications

> is clearly demonstrated in the different emphases given by boys and girls in answer to this question. Seventy per cent of the boys responded with interest in work itself, and 25% with high pay, status or security. Social service and work with people is mentioned by only 6%. Seven per cent mention being their own boss which less than 1 per cent of the girls mention. (3)

Such findings emphasize the desirability of limiting the present study to girls.

David E. Hunt reviewed recent studies about "the training conditions" provided by parents, especially mothers, of culturally deprived youth. (6) He concludes that: "Results of studies reviewed above underline the necessity for considering male and female culturally deprived students separately in attempting to understand how they learn or fail to learn." The fact that among Mexican-American high school students "a strong mother-dominated home produced achievement for girls but underachievement for boys" may be only one of many such home factors having to do with what the school does to make young people socially ready for employment.

Relation of Specific Problem to General Problem

The social readiness for employment of junior high school girls is one segment of social readiness for employment. In devising an instrument for appraising it, it is therefore important to review instruments devised for appraising related attitudes toward employment. Such instruments for people in general are listed in the Mental Measurement Yearbook (2). Under the classification of "Vocations" are described several published instruments of which some part may be relevant, as follows:

ETSA is an appraisal device having one of eight parts concerned with "Personal Adjustability." This test is described as dealing with:

community spirit
attitude toward cooperation
attitude toward health
attitude toward authority
nervous tendencies
leadership
job stability

General Adaptability Battery is a test for illiterate and semiliterate job applicants.

Individual Placement Series is a series of eight tests for an adult, including a "Survey of Personal Attitude" with three scores; namely:

social attitude
personal frankness
aggressiveness

Steward Personnel Tests, 1958 edition, is for "Applicants for Sales and Office Positions." Besides dealing with Business Knowledge, and Arithmetic, it takes up Occupational Interests: Clerical, artistic, supervisory, accounting, writing, selling.

In addition to descriptions of published instruments, The Mental Measurement Yearbook includes comments of competent reviewers. In the case of the vocational instruments listed, the reviewers point out the insufficiency of data regarding the reliability and validity of the instruments. Nevertheless the lists are of worth in that they show the awareness of test construction people that there are attitudes essential to the prospective adult worker.

Schools prepare children for their adult responsibilities, including their responsibility in the labor force. With an instrument for appraising social readiness for employment, the schools will be able to show themselves, their students, and others how far students have come, and what schools have done, and still need to do, in helping students develop such readiness.

Method

The general design of the project of devising an instrument for evaluating social readiness for employment at the junior high school level was as follows:

a. On the basis of the literature and interviews with selected personnel managers, identify for appraisal areas of social readiness for employment (e.g. responsible judgment, social awareness, being prepared, cooperation).

b. Working with junior high school personnel, identify the level appropriate for junior high school students.

c. Develop an appraisal form suitable for evaluating readiness for employment.

d. Devise appropriate items, for two forms of the instrument, and arrange them using random numbers.

e. Administer the evaluative instrument to such classes as will make it possible to study variation:
within schools, and between schools

among ability levels within a given school class
among the three school classes: 7th, 8th, and 9th
between the two forms of the instrument.

f. In each of two schools, one primarily Negro and the other middle class, obtain responses from 5-7th, 5-8th, and 5-9th grade groups, with one teacher for the groups at a given grade level. In each group have half the students respond to Form A, and the other half to Form B.

g. Using IBM cards, make the item analyses.

h. On the basis of the item analyses, revise the instrument.

i. Determine the reliability coefficient for the instrument.

j. Through interviews, study validity of responses to the instrument.

Identifying appraisal areas (See a, p. 5)

It was assumed that personnel managers would be able to identify appraisal areas of social readiness for employment, and that they would be able to communicate such information. A simple open-ended interview schedule was set up, as follows:

> How do you do? I am Dr. Todd. Dr. Bates, Professor of Home Economics at California State College at Long Beach, and I are interested in devising an instrument for appraising social readiness for employment. Studies show that workers fail to get a job, or lose a job, or fail to advance in their work because they are not socially competent. Does your experience bear this out?
>
> . . . .
>
> We are starting by devising an instrument to appraise social readiness for employment at the junior high school level. What would you suggest be included?
>
> . . . .
>
> Thank you very much for your assistance. We hope that what we are able to accomplish may be helpful in the long run to people in positions like yours.

As an initial series of interviews, it was decided to interview three personnel managers of leading industries, and to compare findings with those from three interviews with people holding competent positions in industry and thought to be good observers of people.

A state conference on vocational education offered opportunity for hearing three presentations by personnel managers about significant bases for selecting workers. The first speaker, personnel manager of a large electronics plant, emphasized two characteristics of the kind of people he looked for: ability to make accurate estimates, and ability to use measuring devices such as a micrometer. The second speaker, personnel manager of a gas company, spoke specifically about employment of women and their need to have skill in typing. The third speaker, personnel manager in a merchandising company, described the program for young workers and emphasized the importance of starting early as a salesperson.

Following the presentations it was possible to ask questions both during the discussion period, and individually afterward. The personnel people took for granted that entering employees had social readiness for employment, and had little interest in discussing it. The discrepancy between their interest in identifying characteristics for responsible employees in key positions and for beginning workers made their general willingness to be helpful of little use.

Interviewing other people in responsible positions in industry yielded comparable interest in social readiness for employment but limited assistance. A production manager recounted how his son learned to be neatly dressed. A general foreman in an aircraft company told of a young man who was able to obtain a position with the company only through great persistence in the face of delay and obstacles. An assistant property manager thought that for women like herself it was essential to try to be helpful, to listen to complaints, and try to take care of people's problems.

An interview with the sergeant recruiting young women for the armed services was more productive. From her experience she knew girls who were not able to measure up to requirements of weight, neatness, interest, physical and mental abilities, and scholastic achievements. She emphasized the reluctance of many girls to make decisions on their own, especially in the face of maternal views different from their own.

On the basis of this exploratory interviewing, several working assumptions were set up, namely:

a. Social readiness for employment is recognized by personnel managers and others in responsible positions as an important factor in job getting, holding, and promotion.

b. Personnel managers and others in responsible positions in industry consider development of an instrument for appraising social readiness for employment a matter for educators and test makers, not for them.

c. Personnel managers and others in responsible positions in industry are too far removed from the high school student to be useful in identifying appraisal areas of social readiness for employment.

d. Probably people who would be helpful on the project are those who have studied psychology and education, and are also experienced both in working and in teaching.

The next series of open-ended interviews was set up with classroom teachers of home economics, and social studies, and with a junior high school principal who had been a factory employee twenty years ago. Each person interviewed was selected by the usual introduction process within a school system: the problem is presented to the assistant superintendent or school principal who sets up an arrangement resulting presently in the interviews.

The series of interviews corroborated working assumptions, and added one, namely:

People who are not immediately concerned in their work with social readiness for employment can recall pertinent events, but do not suggest appraisal areas of social readiness.

An interview with a junior high school counselor who had responsibility for issuance of work permits, and an interview with a senior high school counselor in charge of the work-study program as well as the issuance of work permits, were highly profitable. Both recounted instances in which a girl learned to pay attention to the work she was doing rather than to a passing boy friend; to be neat, punctual, and ready for the job; to be dependable and reliable; to cooperate with the people in charge.

The two interviews when checked for internal consistency as well as for mutual consistency showed that a given instance of behavior at the high school level was sometimes identified with one area of social readiness for employment and subsequently identified with another. Thus categories such as "dependable" and "reliable" are not mutually exclusive.

The difficulty in setting up categories of social readiness for employment goes along with junior high school lack of differentiation in thinking about employment. It is similar to the difficulty in associating preschool behavior with categories of adult behavior. What seems to one preschool parent or teacher an instance of "cooperation" may seem to another to be an instance of "responsibility."

Additional working assumptions at this point were:

a. A possible, but time-consuming, method for obtaining areas of social readiness for employment is to develop a series of items out of the experience of counselors in charge of issuing work permits.

b. Categorical labels of such items is relatively meaningless in view of overlapping.

Thus social readiness for employment was thought to include:

good appearance
persistence
being helpful
listening to complaints
trying to take care of people's problems
making decisions on their own
paying attention to work in the face of distractions
punctuality
being prepared for the work
dependability
reliability
cooperating with people in charge
neatness

Identifying item level (See b, p. 5)

Identifying appraisal items appropriate for junior high school students was difficult because devising them depended upon knowledge of employment situations not only in general but also in relation to junior high school age range, and upon knowledge of, and experience with, construction of test items.

A study of Adolescent Girls made by the Institute for Social Research at the University of Michigan on behalf of the Girl Scouts for the USA gave data about the actual employment of girls between the ages of 11 and 16 and about their attitudes toward, and beliefs about, work. The study comments on actual work experience as follows, for instance:

> Except for 18 percent, all of the girls in the eleven to sixteen age range have had at least a minimum work experience. Two-thirds of the sample currently earn part of their own spending money: Most of these (58% of the total sample) work at jobs outside their own homes.

> Older girls more often hold jobs outside the family setting, and their work commitment is markedly greater than that of younger girls. Girls over sixteen hold more regular jobs than do the younger girls.
>
> Baby sitting and helping with chores and errands are the most common employment of girls. Only after sixteen do jobs like clerking, office work, and waitressing take on any importance (3).

The report on *Adolescent Girls* mentions that "Younger girls . . . focus more completely on the emotional aspects of the different types of work, and have less awareness of the channels and skill requirements of jobs." The youngest age group reacted unfavorably when it was pretested with the questions, "Which of these things about a job would be most interesting to you? Which next most important? Which two wouldn't you care about? (3)

A steady job
Interesting work
Nice people to work with
Good chance for promotion
Be your own boss
Outdoor work
Be looked up to by others
Be a leader of other people
A job in hometown
High pay"

"The question was not asked of *any* of the youngest age group, since our pretest indicated it had little reality for them and seriously disturbed rapport in the interview," according to the report. This warning emphasized the need to avoid a self-conscious approach such as that used by psychologists working with adults.

One of the questions asked in the interviews reported for *Adolescent Girls* dealt with their ability to make independent decisions and described a situation within the imagination of junior high school girls. It is reported as follows, (3), and later led to the situational test form used in developing "What to Do?"

Table 43 A girl has a very good job away from home. She gets a letter from her mother saying that she is lonely and asking the girl to move back home. What does she do?

	Under 14	14-16
Return	61%	46%
Conditional return		
If can find comparable job; other	13	20
Other solution	37	51
Have mother come live with her	13	20
Write more	8	9
Visit mother	6	8
Encourage mother to have more social life	6	10
Other	4	4
No return	11	18
Mother shouldn't be so demanding	3	6
Mother shouldn't be so dependent	1	3
Job is important	3	3
Other	4	6
Number	562	552

In view of the limited literature directly pertinent to the junior high school age level as well as to social readiness for employment, it was desirable to find someone experienced in test construction, familiar with the age level,[1] and familiar with employment situations. The person primarily responsible for decisions about the form of the instrument and construction of its items was:

> formerly responsible for construction of instruments used in such studies as the demonstration study of the National Commission on Teacher Education of evaluation of a program preparing teachers
>
> mother of a boy and a girl in junior high school, each having work experience suitable to that level
>
> consultant to apartment house syndicates.

The primary assistant on the construction was a teacher of mathematics in a junior high school in a disadvantaged community who emphasized in her teaching applications of mathematics in home and work situations, was the mother of a junior high school boy, and had previous experience as an observer of pupil behavior.

The instrument form (See c, p. 5)

The form of the instrument grew out of experience, review of literature, and the advice of the panel reviewing the original proposal, namely: that "simple forms are needed for junior high level students to be sure they do not get confused when checking the blanks." It advocated a form asking for "yes" or "no."

---

[1] Cf Step b, page 5.

Observations of Negro pupils suggested that they had learned to respond to white people in authority with "Yes." Inquiry about what behavior characterized Negro children in a Head Start program in Westbury, New York, (a place selected only because the director was known for excellence in ability to observe preschool behavior), resulted in the statement that the typical Negro preschool child learns to say, "Yes," to a white person asking a question. Thus, if Negro junior high school pupils are responding to questions which might have an emotional overtone, their years of experience in saying "Yes" to Caucasian questions might lead to a tendency to agree beyond the usual tendency of junior high school students to do so.

If appraisal of social readiness for employment involved only cognitive behavior, a direct "yes" and "no" form could have been used. But since affective behavior was also involved, the "yes" and "no" form had to be modified. The problem was much like that faced by a doctor who is trying to observe a patient emotionally concerned with the responses he is making. In order to get a valid response, the doctor distracts the patient slightly by asking him to respond in some accustomed way which will not interfere with the observation the doctor is trying to make.

It was decided to ask the pupil a series of simple place associations:

	Yes	No
Do you do it at home?		
Do you do it at school?		
Do you think you do it at work?		

Since a preschool child learns to differentiate between making noise indoors and out-of-doors, and between throwing sand in the air and keeping it down in the sandbox, it is reasonable to expect that a junior high school pupil will be able to make more extended differentiations among places appropriate for an activity and will be capable of differentiating among activities suitable at home, at school, and at work.

In the interest of simplifying the series of questions, and of minimizing dependence on reading ability by minimizing the sentences to be read, the pupil was asked to indicate for each activity where it was done: at home, at school, or at work. Simple checking or not checking in a labeled column enabled the pupil to show his answer of "Yes" or "No" regarding his place associations. Thus the instrument took on the following form:

WHERE IS IT DONE?

Directions: For each activity listed below, please show where you think it is done.

Put an X in the first column	if you think it is done at home.
Put an X in the 2nd column	if you think it is done in a classroom at school.
Put an X in the 3rd column	if you think an employed person does it at work.
Leave the columns blank	if you think it is not done.

For each activity, you may put an X in one, two, or all three of the columns, or in none of them.

Show where you think each activity is done.

Activity	Columns		
	1 At home	2 In school	3 At work

Devise appropriate items (See d, p. 5)

Publication of the "Handbook for Young Workers," (1965), (1), obviated further interviewing as a basis for developing items for the instrument for appraising social readiness for employment. Chapter I of this bulletin prepared by Bureau of Labor Standards, U. S. Department of Labor, is entitled "You and Work," and its nine pages include such pertinent paragraphs as the following:

Page of Bulletin	Quotation
1	The world you enter as a worker differs in many ways from the world at school. It brings its own obligations and responsibilities as well as opportunities.
2	. . . . You have an obligation to do your job well, to be honest, not to be late or absent without cause, and to let the boss know in advance, or call in, if you are unable to work

Page of Bulletin

Quotation

. . . You should obey rules, follow your supervisor's directions, and learn to take criticism and to profit from it. If you decide to quit, you should tell your supervisor, and give him time to get a replacement.

3 . . . .

Think It Over. . .

Talk It Over.--You can get information about jobs from friends and from others around you who are working. Ask questions. Talk with experienced persons in business, or in professional or labor groups. . . .

Ask advice of your family, friends, interested teachers, your school or employment service counselor, or your minister.

4 Look It Over.--Study occupational job guides information. . . .

Ask yourself what the job will be like. Is it legal?

Safe? Suitable? What will your duties be? Your hours? . . . .

What Can You Offer? . . . .

You'll Need to Be--

Ready

--with a good education.

--with the skills or special training the job requires.

--with good work habits: dependable, punctual, honest, accurate.

--with desirable personal traits: friendly, cooperative, courteous.

Willing

--to devote the necessary time.

--to start at the bottom.

--to learn.

--to do the job as the boss wants it done.

--to stick to a task until it is completed.

Able

--to spend the necessary time and energies...

--to take on responsibility, accept criticism, and act like an adult . . . .

--to show initiative, be mentally alert, and to understand and follow instructions.

When You Go for an Interview

Take along a pen for filling out an application. . . .

Show self-confidence and willingness to work. . . .

Dress neatly and appropriately. . . .

Page of Bulletin	Quotation
5	Once on the Job Be punctual and dependable. . . . Listen to, remember, and carry out instruction. Notice when something goes wrong and correct or report it. . . .
6	Mutual Respect Learn to respect the knowledge and judgment of those with more experience. . . . You have a better chance of succeeding by working *with* people rather than against them. . . .
7	If You Are Discouraged at First . . . Stay on the job long enough to test yourself and the job. . . .
8	Pay as You Go You and your nice wages can soon be separated unless you limit your purchase to only what you can pay for. . . . . Use your money wisely. . . .
9	"Laid Off" or "Fired" You may be "laid off" through no fault of your own. . . . If you are "fired," be sure you understand why. . . .

In the chapter quoted from above was detail taken for granted by personnel managers and others in responsible positions in business and industry. The chapter extended the information already obtained, and in no way conflicted with it.

From the "Handbook of Young Workers" (1) and from the interviews with personnel managers, teachers in charge of issuing work permits, and others concerned with employment of young workers, the following items given in two forms were identified for use in the instrument:

Form "A" Item	Form "B" Item
1. Arrive just before an activity starts.	16. Arrive after an activity has started.
2. Swear if something goes wrong.	29. Avoid swearing.
3. Do what you are told to do, whether you feel it should be done or not.	17. Do what you think should be done, whether told to or not.

Form "A" Item	Form "B" Item
4. When you write a message, use the words said even if you do not spell them correctly.	20. Use words you know how to spell when you write down a message.
5. Figure what plans will cost before going ahead with them.	25. Go ahead with plans even if costs are not known.
6. Try not to tell jokes.	1. Tell a joke.
7. Trust people not to cheat you.	21. Watch out for being cheated.
8. Ask a person by himself to help you.	11. Ask a person talking to someone else to help you.
9. Avoid telling people what you think will help.	24. Tell people what you think would help.
10. Shoot a paper airplane.	10. Do not shoot a paper airplane.
11. If you do not know what to do, ask the person in charge.	4. You do not know what to do. Then watch until you get the idea.
12. Pay attention to reading of directions.	23. Finish the last activity while directions are given for the next one.
13. Say what you want to, but be sure to use correct grammar.	5. Say what you want to say. Do not worry about your grammar.
14. Expect grown-ups, but not young people, to help you.	19. Expect other young people, but not grown-ups, to help you.
15. Get angry if things are not done the way they should be.	9. Keep your temper whether things are done the way they should be or not.
16. Depend on what people say will happen.	2. People say it will happen. Do not depend on it happening.
17. Hand in an assignment on time, finished or not.	8. Finish an assignment, on time or not.

Form "A" Item	Form "B" Item
18. If you do not feel well, keep on working anyway.	3. Take a rest if you do not feel well.
19. Expect friends to move to another neighborhood.	26. Expect friends to stay in the neighborhood.
20. To talk to a person across the room, stay where you are and raise your voice.	15. To talk to a person across the room from you, go over to where he is and talk quietly.
21. Spend money for what you want whether you need it or not.	7. Spend money for what is needed although what you want is different.
22. Do as much as you can without getting help.	12. Get help before you finish doing what you can.
23. Take a short-cut rather than follow a safety rule.	6. Follow safety rules rather than take a short-cut.
24. Say you will do it when you know how.	28. Say you will do it even if you do not know how.
25. Take a place next to a person who is different from you.	18. Take a place next to a person like you, not different from you.
26. As you work, check each part to be sure it is right.	13. Work fast rather than checking each part to be sure it is right.
27. When you have no lunch, borrow from the person in charge.	14. Try to borrow money from a friend when you have no lunch.
28. Do not answer a friend when the person in charge is talking.	22. Answer your friend in a whisper when the person in charge is talking.
29. When you leave a room, put your chair in its place.	27. Leave your chair where you were using it.

To have two forms of an instrument is highly useful. For instance, one form can be used for a class, and the comparable form can be used later for any students who were absent on the day the first instrument was used. In research studies, two forms of an instrument are useful for pre- and post-test comparisons.

Although it was recognized that the two statements might be two successive samples rather than a related pair, nevertheless two statements were devised for each item, one for Form A and one for Form B. Formulating the second statement was difficult in those instances in which one of a group of negatives was needed to go with a positive statement widely accepted. A negative statement implies its positive, but a positive statement does not imply a particular negative.

For instance, item 10 on Form A, "shoot a paper airplane," an example of acting like a child rather than an adult on his first job, is logically associated with such statements as:

Avoid shooting a paper airplane
Make, but do not shoot, a paper airplane
Shoot a metal rather than a paper airplane
Shoot a paper gun rather than an airplane.

The selection of a suitable negative item is made in terms of the age level of students and the situations associated with the behavior under study.

In order to have an instrument of sufficient length for effective classroom use, and to have student responses to help with interpretation of student responses to the appraisal items, additional items (e.g., 6, 19, 25, 27 on Form A), were prepared on the basis of literature and school practices concerning less advantaged styles of life. Twenty-nine items were arranged at random to make Form A, and the remaining 29 items, Form B. The preceding lists show the corresponding items in the two try-out forms.

Administering the instrument (See e and f, pp. 5 and 6)

Since the appraisal devices had to do with readings for employment on the part of students from disadvantaged as well as other school communities, help with their development was sought from junior high schools in less advantaged communities. It was recognized that college-bound students and laboratory school situations have advantages in such development activities, and that schools serving disadvantaged families lack experience in test construction. Nevertheless, for the appraisal device to be valid and of service in schools in disadvantaged communities, it was desirable to work with them in each step of its construction.

It was possible to work with a junior high school, "R," having a population of Negro students. The number of girls responding to the two forms of the appraisal device was as follows:

	Number of students responding to: Form A	Form B
Seventh grade girls	54	36
Eighth grade girls	25	41
Ninth grade girls	55	83

The number of girls responding to a particular form of the instrument was the result of the chance distribution of girls among sections of social studies and also the chance distribution of forms within a particular classroom of girls and boys.

Within the same school system, a junior high school, "S," serving a Caucasian population in the same "bedroom" community near a large city also helped with the development of the instrument. Students in social studies classes responded to the instrument. Again, the number of students responding to a particular form of the instrument was the result of the chance distribution of forms within each classroom.

	Number of students responding to: Form A	Form B
Seventh grade girls and boys	38	85
Eighth grade girls and boys	34	75
Ninth grade girls and boys	41	66

The original plan was to differentiate between responses of girls and of boys. However, on the day of giving the test, cooperating teachers met before school in the principal's office for a review of procedures agreed upon and distribution of the materials to be used. In the few minutes after that and before meeting their first group of students, they decided among themselves to have the students hand in answer sheets without any mark of identification.

Students responded to the appraisal device, knowing that their responses to it would in no way affect their grades. The teacher assured them that "there are no right or wrong answers, as there are on tests." The fact that students were responding to the appraisal device within the setting of the school encouraged students to think in terms of "what should be done." As students began the questionnaire, one of them was apt to inquire about whether to put down what they do or what they should do. The teacher was apt to tell them to put down what they should do.

Results

As has been described, following a series of interviews, a group of items was set down in two instrument forms, each form containing twenty-nine items. These were given to students attending selected junior high schools in less advantaged communities. Their responses were tabulated and are given in total.

In the 29 tables, the percentage of students marking each of the items as an activity to do "at home," "at school," and "at work" are shown for seventh, eighth, and ninth grade girls in School R and for seventh, eighth, and ninth grade boys and girls in School S. A cursory review of the tables discloses several interesting patterns in the group responses to items. They are reported here in reference to questions about the use of the instrument with different kinds of student groups.

Student Responses to Try-out Form of "Where Is It Done?" used in two different schools

Table 1 Student Responses to Items 1 A and 16 B

Form A, Item 1	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	17	31.5	44	81.5	19	35.2	54
8th grade girls	9	36.0	21	84.0	3	12.0	25
9th grade girls	19	34.5	39	71.0	25	45.4	55
School S							
7th grade girls & boys	13	34.2	27	71.0	15	39.4	38
8th grade girls & boys	30	88.2	19	55.8	18	52.9	34
9th grade girls & boys	13	31.7	31	75.6	12	29.2	41
Form B, Item 16							
School R							
7th grade girls	31	86.0	13	36.0	11	30.5	36
8th grade girls	7	17.0	10	24.4	9	22.0	41
9th grade girls	74	89.0	39	47.0	41	49.4	83
School S							
7th grade girls & boys	81	95.3	45	53.0	43	50.6	85
8th grade girls & boys	22	29.3	58	77.3	38	50.7	75
9th grade girls & boys	57	86.4	44	66.6	44	66.6	66

Table 2 Student Responses to Items 2 A and 29 B

Form A, Item 2	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	24	44.4	16	29.6	12	22.2	54
8th grade girls	10	40.0	11	44.0	10	40.0	25
9th grade girls	25	45.4	15	27.3	13	23.6	55
School S							
7th grade girls & boys	17	44.7	9	23.7	11	28.9	38
8th grade girls & boys	12	35.3	15	44.1	14	41.2	34
9th grade girls & boys	27	65.8	12	29.3	11	26.8	41
Form B, Item 29							
School R							
7th grade girls	6	16.6	11	30.5	9	25.0	36
8th grade girls	5	12.2	36	87.8	18	43.9	41
9th grade girls	39	46.9	46	55.4	37	44.6	83
School S							
7th grade girls & boys	39	45.9	41	48.2	33	38.8	85
8th grade girls & boys	43	57.3	25	33.3	31	41.3	75
9th grade girls & boys	27	40.9	29	43.9	19	28.8	66

Table 3 Student Responses to Items 3 A and 17 B

Form A, Item 3	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	48	88.9	38	70.4	31	57.4	54
8th grade girls	17	68.0	17	68.0	12	48.0	25
9th grade girls	43	78.2	42	76.4	31	56.4	55
School S							
7th grade girls & boys	30	78.9	27	71.1	22	57.9	38
8th grade girls & boys	28	82.4	13	38.2	11	32.4	34
9th grade girls & boys	29	70.7	31	75.6	24	58.5	41
Form B, Item 17							
School R							
7th grade girls	32	88.9	9	25.0	8	22.2	36
8th grade girls	8	19.5	35	85.4	14	34.1	41
9th grade girls	76	91.6	22	26.5	27	32.5	83
School S							
7th grade girls & boys	81	95.3	21	24.7	23	27.1	85
8th grade girls & boys	52	69.3	58	77.3	51	68.0	75
9th grade girls & boys	62	93.9	13	19.7	10	15.2	66

Table 4 Student Responses to Items 4 A and 20 B

Form A, Item 4	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	14	27.0	42	78.0	13	24.0	54
8th grade girls	7	28.0	16	64.0	5	20.0	25
9th grade girls	15	27.3	35	64.0	13	24.0	55
School S							
7th grade girls & boys	12	31.6	24	63.2	15	39.5	38
8th grade girls & boys	11	32.4	26	76.5	19	55.9	34
9th grade girls & boys	16	39.0	30	73.0	14	34.1	41
Form B, Item 20							
School R							
7th grade girls	10	28.0	29	80.6	18	50.0	36
8th grade girls	8	19.0	17	41.5	9	22.0	41
9th grade girls	26	31.3	69	83.1	54	65.0	83
School S							
7th grade girls & boys	32	37.6	68	80.0	54	63.5	85
8th grade girls & boys	27	36.0	39	52.0	20	26.6	75
9th grade girls & boys	22	33.3	50	76.0	38	57.6	66

Table 5 Student Responses to Items 5 A and 25 B

Form A, Item 5	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	37	68.5	16	29.6	35	64.8	54
8th grade girls	9	36.0	8	32.0	16	64.0	25
9th grade girls	38	69.0	12	21.8	26	47.3	55
School S							
7th grade girls & boys	27	71.0	11	29.0	24	63.2	38
8th grade girls & boys	18	53.0	13	38.0	4	12.0	34
9th grade girls & boys	24	58.5	15	36.6	20	49.0	41
Form B, Item 25							
School R							
7th grade girls	13	36.1	15	42.0	8	22.2	36
8th grade girls	25	61.0	16	39.0	15	37.0	41
9th grade girls	48	58.0	19	23.0	15	18.1	83
School S							
7th grade girls & boys	46	54.0	16	19.0	12	14.0	85
8th grade girls & boys	59	78.6	23	31.0	47	63.0	75
9th grade girls & boys	40	61.0	5	8.0	6	9.0	66

Table 6 Student Responses to Items 6 A and 1 B

Form A, Item 6	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	5	9	42	78	20	37	54
8th grade girls	4	16	14	56	6	24	25
9th grade girls	10	18	36	65	19	34	55
School S							
7th grade girls & boys	6	16	26	68	15	39	38
8th grade girls & boys	13	38	25	63	21	62	34
9th grade girls & boys	1	2	31	76	16	39	41
Form B, Item 1							
School R							
7th grade girls	12	33	31	86	18	50	36
8th grade girls	10	24	21	51	21	51	41
9th grade girls	42	51	67	81	55	66	83
School S							
7th grade girls & boys	54	64	73	86	66	78	85
8th grade girls & boys	6	8	47	63	20	27	75
9th grade girls & boys	34	51	50	76	56	85	66

Table 7 Student Responses to Items 7 A and 21 B

Form A, Item 7	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	28	52	33	61	33	61	54
8th grade girls	8	32	12	48	12	48	25
9th grade girls	18	33	35	64	33	60	55
School S							
7th grade girls & boys	14	37	18	47	26	68	38
8th grade girls & boys	22	65	15	44	6	18	34
9th grade girls & boys	13	32	24	58	28	68	41
Form B, Item 21							
School R							
7th grade girls	28	78	15	42	8	22	36
8th grade girls	13	32	7	17	3	7	41
9th grade girls	58	70	39	47	34	41	83
School S							
7th grade girls & boys	59	70	50	59	39	46	85
8th grade girls & boys	37	49	49	65	43	57	75
9th grade girls & boys	45	68	23	35	19	29	66

Table 8 Student Responses to Items 8 A and 11 B

Form A, Item 8	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	34	63	37	68	26	48	54
8th grade girls	15	60	19	76	11	44	25
9th grade girls	23	42	42	76	18	33	55
School S							
7th grade girls & boys	18	47	29	76	18	47	38
8th grade girls & boys	5	15	27	79	8	23	34
9th grade girls & boys	13	32	24	58	28	68	41
Form B, Item 11							
School R							
7th grade girls	8	22	30	83	12	33	36
8th grade girls	24	58	33	80	12	29	41
9th grade girls	30	36	77	93	42	51	83
School S							
7th grade girls & boys	26	30	67	79	33	39	85
8th grade girls & boys	39	51	49	65	38	51	75
9th grade girls & boys	21	32	54	82	34	51	66

Table 9 Student Responses to Items 9 A and 24 B

Form A, Item 9	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	15	27.8	37	68.5	27	50.0	54
8th grade girls	4	16.0	15	60.0	10	40.0	25
9th grade girls	13	23.6	29	52.7	20	36.4	55
School S							
7th grade girls & boys	11	28.9	12	31.6	16	42.1	38
8th grade girls & boys	17	50.0	24	70.6	23	67.6	34
9th grade girls & boys	8	19.5	20	48.8	22	53.6	41
Form B, Item 24							
School R							
7th grade girls	21	58.3	22	61.1	30	83.2	36
8th grade girls	8	19.5	24	58.5	31	75.6	41
9th grade girls	60	72.3	65	78.3	65	78.3	83
School S							
7th grade girls & boys	67	78.8	68	80.0	70	82.3	85
8th grade girls & boys	10	13.3	33	44.0	28	37.3	75
9th grade girls & boys	40	60.6	52	78.8	54	81.8	66

Table 10 Student Responses to Items 10 A and 10 B

Form A, Item 10	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	36	66.7	20	37.0	2	3.7	54
8th grade girls	16	64.0	9	36.0	2	8.0	25
9th grade girls	36	65.4	14	25.4	0	0.0	55
School S							
7th grade girls & boys	9	23.7	32	84.2	20	52.6	38
8th grade girls & boys	7	20.6	28	82.3	7	20.6	34
9th grade girls & boys	26	63.4	11	26.8	3	7.3	41
Form B, Item 10							
School R							
7th grade girls	7	19.4	33	91.7	11	30.5	36
8th grade girls	3	7.3	29	70.7	12	29.3	41
9th grade girls	12	14.4	76	91.6	48	57.8	83
School S							
7th grade girls & boys	13	15.3	74	87.0	49	57.6	85
8th grade girls & boys	33	44.0	24	32.0	2	2.7	75
9th grade girls & boys	13	19.7	56	84.8	42	63.6	66

Table 11 Student Responses to Items 11 A and 4 B

Form A, Item 11	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	12	22.2	47	87.0	40	74.1	54
8th grade girls	8	32.0	17	68.0	17	68.0	25
9th grade girls	20	36.4	42	76.4	38	69.1	55
School S							
7th grade girls & boys	15	39.5	29	76.3	32	84.2	38
8th grade girls & boys	8	23.5	19	55.9	16	47.0	34
9th grade girls & boys	12	29.3	31	75.6	34	82.9	41
Form B, Item 4							
School R							
7th grade girls	10	27.8	13	36.1	14	38.9	36
8th grade girls	5	12.2	22	53.6	8	19.5	41
9th grade girls	23	27.7	29	34.9	25	30.1	83
School S							
7th grade girls & boys	22	25.9	30	35.3	17	20.0	85
8th grade girls & boys	25	33.3	65	86.7	59	78.7	75
9th grade girls & boys	21	31.8	23	34.8	16	24.2	66

Table 12 Student Responses to Items 12 A and 23 B

Form A, Item 12	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	9	16.7	52	96.3	29	53.7	54
8th grade girls	5	20.0	23	92.0	8	32.0	25
9th grade girls	12	21.8	52	94.5	25	45.4	55
School S							
7th grade girls & boys	14	36.8	17	44.7	12	31.6	38
8th grade girls & boys	16	47.0	10	29.4	20	58.8	34
9th grade girls & boys	7	17.1	41	100.0	21	51.2	41
Form B, Item 23							
School R							
7th grade girls	11	30.5	19	52.8	11	30.5	36
8th grade girls	25	61.0	29	70.7	32	78.0	41
9th grade girls	28	33.7	44	53.0	36	43.4	83
School S							
7th grade girls & boys	17	20.0	37	43.5	24	28.2	85
8th grade girls & boys	17	22.7	73	97.3	39	52.0	75
9th grade girls & boys	15	22.7	26	39.4	14	21.2	66

Table 13 Student Responses to Items 13 A and 5 B

Form A, Item 13	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	25	46	45	83	28	52	54
8th grade girls	13	52	21	84	6	24	25
9th grade girls	30	55	47	85	34	62	55
School S							
7th grade girls & boys	17	44.7	31	82	19	50	38
8th grade girls & boys	6	18	16	47	10	29.4	34
9th grade girls & boys	16	39	32	78	28	68	41
Form B, Item 5							
School R							
7th grade girls	8	22	13	36	10	28	36
8th grade girls	35	85	17	41	16	39	41
9th grade girls	9	11	37	45	24	29	83
School S							
7th grade girls & boys	11	13	27	32	13	15	85
8th grade girls & boys	23	31	58	77	33	44	75
9th grade girls & boys	20	30	16	24	9	14	66

Table 14 Student Responses to Items 14 A and 19 B

Form A, Item 14	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	32	59	32	59	13	24	54
8th grade girls	13	52	13	52	11	44	25
9th grade girls	36	65	26	47	22	40	55
School S							
7th grade girls & boys	14	37	17	45	12	32	38
8th grade girls & boys	3	9	24	70	15	44	34
9th grade girls & boys	18	44	22	54	12	29	41
Form B, Item 19							
School R							
7th grade girls	6	17	29	81	15	42	36
8th grade girls	19	46	18	44	16	39	41
9th grade girls	11	13	68	82	36	43	83
School S							
7th grade girls & boys	8	9	66	78	42	49	85
8th grade girls & boys	33	44	32	43	25	33	75
9th grade girls & boys	6	9	52	79	26	39	66

Table 15 Student Responses to Items 15 A and 9 B

Form A, Item 15	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	32	59	18	33	23	43	54
8th grade girls	15	60	6	24	4	16	25
9th grade girls	31	56	16	29	17	31	55
School S							
7th grade girls & boys	19	50	7	18	8	21	38
8th grade girls & boys	6	18	26	76	13	38	34
9th grade girls & boys	29	71	3	7	5	12	41
Form B, Item 9							
School R							
7th grade girls	6	17	31	86	17	47	36
8th grade girls	37	90	6	15	12	29	41
9th grade girls	31	37	63	76	33	40	83
School S							
7th grade girls & boys	39	46	49	58	48	56	85
8th grade girls & boys	44	59	15	20	27	36	75
9th grade girls & boys	33	50	33	50	28	42	66

Table 16 Student Responses to Items 16 A and 2 B

Form A, Item 16	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	26	48	27	50	20	37	54
8th grade girls	8	32	11	44	12	48	25
9th grade girls	17	31	14	25	11	20	55
School S							
7th grade girls & boys	13	34	8	21	7	18	38
8th grade girls & boys	7	21	13	38	4	12	34
9th grade girls & boys	13	32	12	29	7	17	41
Form B, Item 2							
School R							
7th grade girls	5	14	13	36	4	11	36
8th grade girls	5	12	27	66	19	46	41
9th grade girls	24	29	29	35	17	20	83
School S							
7th grade girls & boys	23	27	25	29	12	14	85
8th grade girls & boys	18	24	28	37	18	24	75
9th grade girls & boys	28	42	23	35	10	15	66

Table 17 Student Responses to Items 17 A and 8 B

Form A, Item 17	Percent of students checking						Number of students
	At Home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	2	4	53	98	15	28	54
8th grade girls	1	4	19	76	7	28	25
9th grade girls	1	2	53	96	12	22	55
School S							
7th grade girls & boys	2	5	33	87	7	18	38
8th grade girls & boys	26	76	10	29	7	20	34
9th grade girls & boys	2	5	40	98	14	34	41
Form B, Item 8							
School R							
7th grade girls	24	67	14	39	11	31	36
8th grade girls	20	49	8	20	8	20	41
9th grade girls	59	71	36	43	37	45	83
School S							
7th grade girls & boys	53	62	30	35	30	35	85
8th grade girls & boys	4	5	64	85	13	17	75
9th grade girls & boys	50	76	34	52	31	47	66

Table 18 Student Responses to Items 18 A and 3 B

Form A, Item 18	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	16	30	29	54	33	61	54
8th grade girls	7	28	13	52	13	52	25
9th grade girls	8	15	25	45	28	51	55
School S							
7th grade girls & boys	7	18	16	42	22	58	38
8th grade girls & boys	6	18	20	59	10	29	34
9th grade girls & boys	15	36	20	49	28	68	41
Form B, Item 3							
School R							
7th grade girls	6	17	18	50	10	28	36
8th grade girls	16	39	30	73	33	80	41
9th grade girls	32	39	53	64	32	39	83
School S							
7th grade girls & boys	19	22	39	46	23	27	85
8th grade girls & boys	12	16	31	41	37	49	75
9th grade girls & boys	18	27	37	56	31	47	66

Table 19 Student Responses to Items 19 A and 26 B

Form A, Item 19	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	35	64.8	9	16.7	5	9.3	54
8th grade girls	20	80.0	4	16.0	2	8.0	25
9th grade girls	35	63.6	3	5.5	1	1.8	55
School S							
7th grade girls & boys	24	63.1	6	15.8	3	7.9	38
8th grade girls & boys	7	20.6	15	44.1	4	11.8	34
9th grade girls & boys	22	53.6	3	7.3	1	2.4	41
Form B, Item 26							
School R							
7th grade girls	9	25.0	10	27.8	3	8.3	36
8th grade girls	32	78.0	16	39.0	9	22.0	41
9th grade girls	22	26.5	30	36.1	15	18.1	83
School S							
7th grade girls & boys	18	21.2	27	31.8	9	10.6	85
8th grade girls & boys	28	37.3	8	10.7	5	6.7	75
9th grade girls & boys	14	21.2	24	36.3	5	7.6	66

Table 20 Student Responses to Items 20 A and 15 B

Form A, Item 20	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	16	29.6	26	48.1	8	14.8	54
8th grade girls	14	56.0	10	40.0	1	4.0	25
9th grade girls	23	41.8	20	36.4	5	9.1	55
School S							
7th grade girls & boys	16	42.1	12	31.6	9	23.7	38
8th grade girls & boys	16	47.1	24	70.6	17	50.0	34
9th grade girls & boys	16	39.0	14	34.1	5	12.2	41
Form B, Item 15							
School R							
7th grade girls	20	55.6	27	75.0	23	63.9	36
8th grade girls	10	24.4	38	92.7	29	70.7	41
9th grade girls	51	61.4	63	75.9	48	57.8	83
School S							
7th grade girls & boys	64	75.3	66	77.6	59	69.4	85
8th grade girls & boys	37	49.3	19	25.3	14	18.7	75
9th grade girls & boys	40	60.6	57	86.4	38	57.6	66

Table 21 Student Responses to Items 21 A and 7 B

Form A, Item 21	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	26	48	12	22	9	17	54
8th grade girls	11	44	7	28	4	16	25
9th grade girls	27	49	8	15	4	7	55
School S							
7th grade girls & boys	17	45	8	21	9	24	38
8th grade girls & boys	6	18	20	59	22	65	34
9th grade girls & boys	18	44	5	12	8	20	41
Form B, Item 7							
School R							
7th grade girls	9	25	22	61	17	47	36
8th grade girls	26	63	29	71	33	80	41
9th grade girls	40	48	69	83	60	72	83
School S							
7th grade girls & boys	45	53	71	84	64	75	85
8th grade girls & boys	37	49	14	19	10	13	75
9th grade girls & boys	24	36	53	80	37	56	66

Table 22 Student Responses to Items 22 A and 12 B

Form A, Item 22	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	22	41	49	91	29	54	54
8th grade girls	18	72	18	72	13	52	25
9th grade girls	23	42	48	87	28	51	55
School S							
7th grade girls & boys	17	45	33	87	23	60	38
8th grade girls & boys	6	18	22	65	14	41	34
9th grade girls & boys	11	27	33	80	18	44	41
Form B, Item 12							
School R							
7th grade girls	9	25	25	69	13	36	36
8th grade girls	7	17	34	83	19	46	41
9th grade girls	16	19	58	70	32	39	83
School S							
7th grade girls & boys	21	25	50	59	25	29	85
8th grade girls & boys	36	48	66	88	48	64	75
9th grade girls & boys	15	23	35	53	23	35	66

Table 23 Student Responses to Items 23 A and 6 B

Form A, Item 23	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	15	28	21	39	6	11	54
8th grade girls	10	40	13	52	7	28	25
9th grade girls	12	22	22	40	11	20	55
School S							
7th grade girls & boys	12	32	11	29	6	16	38
8th grade girls & boys	5	15	17	50	7	21	34
9th grade girls & boys	13	32	9	22	4	10	41
Form B, Item 6							
School R							
7th grade girls	1	3	15	42	5	14	36
8th grade girls	7	17	16	39	7	17	41
9th grade girls	14	17	39	47	21	25	83
School S							
7th grade girls & boys	11	13	30	35	6	7	85
8th grade girls & boys	22	29	21	28	14	19	75
9th grade girls & boys	11	17	23	35	7	11	66

Table 24 Student Responses to Items 24 A and 28 B

Form A, Item 24	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	30	56	40	74	29	54	54
8th grade girls	12	48	20	80	17	68	25
9th grade girls	29	53	34	62	25	45	55
School S							
7th grade girls & boys	19	50	24	63	19	50	38
8th grade girls & boys	20	59	22	65	25	74	34
9th grade girls & boys	18	44	27	66	20	49	41
Form B, Item 28							
School R							
7th grade girls	18	50	22	61	20	56	36
8th grade girls	11	27	21	51	11	27	41
9th grade girls	60	72	63	76	65	78	83
School S							
7th grade girls & boys	71	84	68	80	65	76	85
8th grade girls & boys	42	56	51	68	47	63	75
9th grade girls & boys	53	80	44	67	50	76	66

Table 25 Student Responses to Items 25 A and 18 B

Form A, Item 25	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	10	19	39	72	24	44	54
8th grade girls	3	12	14	56	6	24	25
9th grade girls	3	5	37	67	17	31	55
School S							
7th grade girls & boys	9	24	20	53	11	29	38
8th grade girls & boys	15	44	3	9	11	32	34
9th grade girls & boys	5	12	31	76	18	44	41
Form B, Item 18							
School R							
7th grade girls	10	28	7	19	6	17	36
8th grade girls	10	24	4	10	7	17	41
9th grade girls	31	37	19	23	25	30	83
School S							
7th grade girls & boys	30	35	9	11	13	15	85
8th grade girls & boys	10	13	50	67	29	39	75
9th grade girls & boys	23	35	11	17	11	17	66

Table 26 Student Responses to Items 26 A and 13 B

Form A, Item 26	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	19	35	48	89	39	72	54
8th grade girls	5	20	21	84	17	68	25
9th grade girls	20	36	49	89	39	71	55
School S							
7th grade girls & boys	14	37	29	76	26	68	38
8th grade girls & boys	23	68	6	18	2	6	34
9th grade girls & boys	12	29	34	83	24	38	41
Form B, Item 13							
School R							
7th grade girls	19	53	3	8	2	6	36
8th grade girls	26	63	4	10	4	10	41
9th grade girls	55	66	16	19	12	14	83
School S							
7th grade girls & boys	42	49	12	14	6	7	85
8th grade girls & boys	29	39	61	81	57	76	75
9th grade girls & boys	37	56	12	18	7	11	66

Table 27 Student Responses to Items 27 A and 14 B

Form A, Item 27	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	12	22	35	65	30	55	54
8th grade girls	6	24	13	52	9	36	25
9th grade girls	7	13	31	56	16	29	55
School S							
7th grade girls & boys	7	18	18	47	12	32	38
8th grade girls & boys	13	38	24	71	9	26	34
9th grade girls & boys	6	15	23	56	18	44	41
Form B, Item 14							
School R							
7th grade girls	13	36	19	53	13	36	36
8th grade girls	14	34	22	54	12	30	41
9th grade girls	40	48	50	60	34	41	83
School S							
7th grade girls & boys	43	51	57	67	39	46	85
8th grade girls & boys	12	16	44	59	24	32	75
9th grade girls & boys	39	59	41	62	24	36	66

Table 28 Student Responses to Items 28 A and 22 B

Form A, Item 28	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	14	26	46	85	27	50	54
8th grade girls	7	28	21	84	14	56	25
9th grade girls	10	18	39	69	24	44	55
School S							
7th grade girls & boys	15	39	29	76	19	50	38
8th grade girls & boys	7	21	16	47	8	23	34
9th grade girls & boys	11	27	35	85	17	41	41
Form B, Item 22							
School R							
7th grade girls	12	33	19	53	8	22	36
8th grade girls	9	22	17	41	10	24	41
9th grade girls	42	50	44	53	32	39	83
School S							
7th grade girls & boys	21	25	26	31	19	22	85
8th grade girls & boys	20	27	58	77	49	65	75
9th grade girls & boys	23	35	25	38	15	23	66

Table 29 Student Responses to Items 29 A and 27 B

Form A, Item 29	Percent of students checking						Number of students
	At home		In school		At work		
School R	No.	%	No.	%	No.	%	
7th grade girls	34	63	54	100	30	56	54
8th grade girls	19	76	22	88	12	48	25
9th grade girls	33	60	49	89	28	51	55
School S							
7th grade girls & boys	20	53	36	95	20	53	38
8th grade girls & boys	25	74	25	74	22	65	34
9th grade girls & boys	25	61	39	95	22	54	41
Form B, Item 27							
School R							
7th grade girls	24	67	25	69	22	61	36
8th grade girls	26	63	29	71	26	63	41
9th grade girls	74	89	75	90	75	90	83
School S							
7th grade girls & boys	71	84	76	89	71	84	85
8th grade girls & boys	45	60	68	91	43	57	75
9th grade girls & boys	54	82	55	83	50	76	66

1a. Can the instrument be used to study grade level differences in social readiness of student groups?

1b. Over one-sixth of the items responses for School R and over one-third of those for School S show the responses of eighth grade students differing markedly from those for the seventh and ninth grade students. Responses to item 23 on Form B illustrate the point, (Table 12).

2c. Can the instrument be used to compare how student groups think about school with how they think about work?

2d. Using "Where Is It Done?" what a student thinks is done at work and what he thinks is done at school were expected to correspond. In general, the responses of seventh and ninth grade students to the "at school" column were markedly greater than to the "at work" column. However, on four items the students checked the activity as being done "at work" about as much as, or more than, "at school," namely:

Item 5, Form A	Figure what plans will cost before going ahead with them.
Item 7, Form A	Trust people not to cheat you.
Item 24, Form B	Tell people what you think would help.
Item 18, Form A	If you do not feel well, keep on working anyway.

3e. Can this kind of instrument be used to study differences between schools in advantaged and disadvantaged communities?

3f. Difference in the frequency of responses of students at the two schools is seen through comparisons of the frequencies at each grade level, for instance in such responses as those to item 15, Form A, "Get angry if things are not done the way they should be." "At school" and "at work" responses of seventh grade students to 16 of the items showed differences between schools in two different communities (i.e., Form A items: 4, 10, 11, 12, 15, 16, 25, 27 Form B items: 16, 29, 21, 9, 7, 28, 14, 27). On Item 27, Form A, "When you have no lunch, borrow money from the person in charge," and on Item 9, Form A, "Avoid telling people what you think will help," the frequency of student responses about what is done "at school" and "at work" was markedly less for ninth grade girls than for seventh grade girls in School R, and exactly the reverse in School S.

4g. Can this kind of instrument be used to study differences attributable to development from one grade level to another?

4h. The frequency of "at school" and "at work" responses to each item at grade 7 in both schools differed from that at grade 9 for questions 3 and 16, and Form B, and probably for questions 8 and 29, Form B and 10, Form A.

5i. How can responses of students be scored?

5j. Searching for a base with which to compare student responses led to recognizing the assumption that social readiness for entering employment is related to similar behavior of outstanding people in the labor force. Two Soroptimist groups were willing to cooperate in the construction of a device for appraising such readiness. The members of the Soroptimist organizations are selected on the basis of competence in their respective fields as well as interest in furthering mutual fellowship. The women are each leaders in a variety of fields with only one member from each field. Their responses to the second form of the instrument constituted a frame of reference against which to consider student responses to the instrument. Twelve responses to the appraisal device were sent in by members of one of the Soroptimist groups, and eleven from the other. The items on which the responses of a majority of the women concurred were selected as the final form of the instrument, and their responses constituted the key for it. (See page 50 para. 9).

6k. Does the revised and final form of the instrument show where students are in their development of social readiness for employment?

6l. Summarizing the junior high school student responses to the desirable items in the final form of the instrument (See Table 30, "Student Responses to Items Keyed as Desirable"), shows which activities they have accepted as ones to do, and which they have not. Table 30 shows that most of the junior high school students studied have learned, for instance, that both at work and at school "if you do not know what to do, ask the person in charge," (Item 11, Form A), but are in the process of learning, for instance, that "when you write a message, use the words said even if you do not spell them correctly" (Item 4, Form A).

Table 31 summarized the junior high school student responses to items keyed as undesirable on the basis of Soroptimist responses. It shows that learning has not proceeded to the point of recognizing what is not to be done. About 40% of the students, for instance, thought a person at school or at work is to "Get angry if things are not done the way they should be," (Item 15, Form A).

7m. Should the two forms of the original instrument be used as comparable appraisal devices, or as two instruments for sampling social readiness for employment?

7n. The original plan was to develop two forms of the instrument for appraising social readiness for entering employment. With tests of knowledge, two forms are easily developed by making an affirmative statement for one form and matching it with a statement to the contrary. However, with a high affective component, with involvement of situational ethics, and with a curricular area in the process of development, it was apparent that devising two comparable forms of an instrument was not readily feasible at this time. Responses of junior high school students to similar items on the two forms of the instrument were compared by means of the chi-square statistic. The comparison emphasized the independence of the items.

So did responses of Soroptimists to certain items. For instance, item 3 on Form A and its counterpart, item 17 on Form B, were both marked by a high proportion of the Soroptimists as desirable to do both at school and at work. Depending upon the immediate situation, it is sometimes desirable to "do what you are told to do, whether you feel it should be done or not." The presence of a person in authority, for instance, usually results in such behavior. At the same time, it is also desirable sometimes to "do what you think should be done, whether told to or not." Creative "break-throughs" are often the result of a person being able to demonstrate the effectiveness of some deviation from accepted processing. Indeed, items 3 A and 17 B were somewhat independent and somewhat related, not matching items mutually exclusive.

The possibility of subsequent development of comparable forms of a device for appraising social readiness for employment was clearly indicated by the fact that the majority of the Soroptimists were in agreement that the following items were to be done at school and at work, and that their counterparts were not to be done:

Item 5, Form A (Cf. Item 25, Form B)	Figure what plans will cost before going ahead with them.
Item 12, Form A (Cf. Item 23, Form B)	Pay attention to reading of directions.

TABLE 30 Student Responses to Items Keyed as Desirable

		Number of Students Checking Desirable Items as Desirable:			
	Item Number on 2nd form	At School	At Work	At Both	At Neither
(Form A)	3	98	28	289	71
	4	197	40	95	154
	5	37	185	113	151
	11	82	61	322	21
	12	204	14	256	12
	17	315	11	124	36
	22	161	22	269	34
	26	98	52	315	21
	29	167	14	280	25
(Form B)	42	113	54	257	33
	45	46	60	302	49
	51	173	49	146	89
	53	56	37	146	218
	65	48	14	323	72

TABLE 31 Student Responses to Items Keyed as Undesirable

		Number of Students Responding to Undesirable Items:	
	Item Number on 2nd form	Leaving Blank	Checking at School or Work
(Form A)	15	282	203
	21	369	117
	23	303	183
(Form B)	38	184	273
	46	47	410
	48	192	265
	52	267	190
	55	276	181
	59	236	221
	61	314	143
	63	155	302

Item 22, Form A (Cf. Item 12, Form B)	Do as much as you can without getting help.
Item 29, Form A (Cf. Item 27, Form B)	When you leave a room, put your chair in its place.

8o. What is the reliability of the appraisal device?

8p. Reliability is defined as the degree of consistency with which a test measures whatever it does measure, or the degree to which compensating errors are absent. The coefficient of reliability for "Where Is It Done?" was computed on the basis of a test and retest using a selected sample described below.

In one of the rapidly growing cities within a large metropolitan area, it was possible to have girls respond to the appraisal devices on each of two successive days. Three groups of them are described by their home economics teacher as follows:

1. A seventh grade group; "conscientious, well mannered, good students; an above average group. Two students are kept out of school a great deal by their parents, to care for younger children in the home."

2. A seventh grade group; "poor comprehension; trouble makers and poor achievers; a class of extremes, with some who are very capable."

3. A group of eighth and ninth grade girls; "all levels of ability; various backgrounds."

The appraisal devices were used at the end of the school year (when their use facilitated making out of grades). The excitement of the approaching transition from school to vacation activities was heightened by end-of-the-year distribution of student publications and unusual schedules of class periods and assemblies. The general reaction of the class to the novel activity of responding to the questionnaires was good. The girls were "eager, anxious to start; pleased that they were asked to do something important; felt it like a game; glad to take it and glad it isn't a test to affect grades." Nevertheless, the retest situation resulted in students "grumbling because it was the second day and the same test." The first group "felt it took time away from their child care assignment. They were given until Monday to continue their work, but they had it to do over the weekend rather than in class."

The number of students in the three home economics classes totaled 67, with 30 girls in the first group, 22 in the second, and 15 in the third.

It was assumed that the reliability of the appraisal device was internally dependent upon the consistency of responses to each item. Thus the frequencies of each kind of response to each of the items were used in determining whether biased errors were absent and compensating errors were free to fluctuate. The coefficient of reliability was found to be .935.

In view of the study being made in relation to student groups rather than individual students, the instrument needs further study in order to be used in appraising individual performance accurately. However, the use of the instrument in teaching situations need not be restricted. Any individual student in junior high school can use it to record his thinking about the items, and further his thinking about social readiness for employment.

9q. What confidence can be put in the student responses to "Where Is It Done?" as a valid sample of their social readiness for entering employment?

9r. Within the scope of this small-contract study, it was possible to study only a few indicators of this aspect of validity. Additional studies should be made of the relationship between student responses to the instrument and the socioeconomic level of parental occupations; student intelligence test or reading test scores; and student success on her first job.

Social readiness for entering employment is thought of as a set of concepts useful to the young junior high school student in entering the labor force. "Where Is It Done?" is a direct means for helping junior high school students record a sample of those concepts.

Since an instrument to measure social readiness for employment must reveal a set of concepts in keeping with facts that the student knows, a "Fact Sheet" was distributed to girls in School V as part of the Answer Sheet. Responses to the item, "Year in School," elicited the response as to whether the student was in 7th, 8th, or 9th grade, but also, at times, the response of "1966," the year in which the students were answering the items. Thus the students responded to an item in terms of their interpretation of its meaning.

Responses to an item inserted in Form A and having to do primarily with home situations also showed that student responses were forthright and consistent with facts. Item 19 was, "Expect friends to move to another neighborhood." Responses to it in Schools R and S were as follows:

Form A, Item 19	Percent of students checking						Number of students
	At home		In school		At work		
	No.	%	No.	%	No.	%	
School R							
7th grade girls	35	64.8	9	16.7	5	9.3	54
9th grade girls	35	63.6	3	5.5	1	1.8	55
School S							
7th grade girls & boys	24	63.1	6	15.8	3	7.9	38
9th grade girls & boys	22	53.6	3	7.3	1	2.4	41

The high frequency of students marking the "at home" column is in keeping with their friendships with neighbors where they live.

In an effort to study the relationship of student responses to "Where Is It Done?" and the social position of her family, the A. S. Hollingshead Index of Social Position (adapted) (Appendix C) was used to classify student families on the basis of the type of employment of the parents. The occupations of each father and mother of girls in School R were obtained from cumulative records of pupils in the school and were assigned index numbers.

The distribution of index numbers for the father's occupation for the seventh grade girls in School R, 82 in number, was so skewed as to make the comparison worthless. Sixty of the girls were classifiable in a single category.

The distribution of index numbers for the mother's occupation was similarly, but less markedly, skewed. Forty of the 82 girls were classifiable in a single category. Thus the differentiation among occupations of parents was not sufficient to serve as a basis for comparisons among student test scores.

In an effort to study the relationship between intelligence test scores and the student's social readiness for employment, the data for each of the 82 seventh grade girls were reviewed similarly. The distribution was not skewed, but had so little differentiation as to make the comparison relatively meaningless.

10s. In view of the absence of suitable instruments for appraising social readiness for employment at the junior high school level, can a second instrument be devised, and student responses to it compared with student responses to "Where Is It Done?"

10t. Such a comparison should be made. The consistency of student responses to the two instruments would be a measure of the validity of each instrument.

Within the scope of the present small-contract study it was possible to get only as far as devising a second instrument entitled "What to Do?", revising it, and making a key for it on the basis of responses of leading women in a variety of businesses.

Construction of "What to Do?"

The first appraisal device, "Where Is It Done?" focused pupil attention on each of a list of activities. The pupil had to imagine various situations at home, at school, and at work. Presumably as he gained school experience and matured, he was better able to imagine the work situation. The second appraisal device sets up work situations such as he might encounter as a young worker. A situation is described, and he shows the courses of action that he thinks appropriate for that situation. This type of instrument can be especially helpful to get students thinking realistically about the social aspects of work situations they soon will be in.

A disadvantage of the situational-type of appraisal instrument lies in the amount of reading that a student has to do. However, if the instrument is thought of as a vehicle for teaching, useful to the student as interesting material that in itself motivates his practice in reading, this apparent disadvantage can be considered an actual advantage.

Certainly it is well known that reading disability limits job opportunities, and that culturally deprived adolescents are apt to have such disability. R. T. Osborne (8) found that the reading level of tenth grade Negro students was more than three years below that of white students, and Miriam L. Goldberg (4) also noted retardation.

In constructing the instrument "What to Do?," (See pp B1-B11, Appendix B) it was decided to use the interview material obtained initially as well as the "Handbook for Young Workers" (1), to describe a situation which might occur for a young person getting into a regular work situation, and to follow it with courses of action which he might choose as desirable or reject as undesirable. As possible courses of action were written for each situation, it was noted that several kinds recurred frequently. These then were set up for each situation and are as follows:

a. An irrelevant or nonspecific course of action.

b. A direct and specific course of action by a self-sufficient person.

c. Action involving reliance on an authority figure.

d. Action involving dependence on peers.

e. An attempt to obtain further information.

f. An ineffective withdrawing or delaying action.

To facilitate use of the instrument by both student and teacher, the courses of action following each situation were arranged in the above sequence. The complete instrument is shown in Appendix B, (pp B1-B11).

Members of the Soroptimist club, each a distinguished woman in her own field of endeavor, responded to the instrument and thus provided a means for selecting the situations and courses of action in which "b" was obviously the desideratum and "a" and "d" items undesirable. Situations so marked by the majority of the women responding (57% or more) were numbers 1, 2, 3, 4, 5, 6, 8, 9, 12, and 16. These ten situations constitute the revised instrument.

Discussion

It is well known that whether a person obtains a job, holds it, or is promoted may depend more on his social attributes than his technical competence. Thus it is important for schools to be able to recommend a student on the basis of his social readiness for employment as well as his technical readiness.

Personal recommendations are currently used to convey the opinion of school people to possible employers. But the variety of criteria used by school people and the difficulties of communicating opinions warrant the development of appraisal devices which can convey more specific information to future employers. Furthermore, such appraisal devices are more useful when they are couched in terms frequently in the conversation of employers. Psychological terminology is less widely understood than are lay descriptions of behavior. Such considerations led to the proposal of developing a device for appraising social readiness for employment.

Working at the junior high school level, was working at the point of entry to employment. It was necessary to seek out those people who knew both the expectations of employers and also the level of development of the beginning worker. Personnel directors and people in responsible positions of business and industry think in terms of competencies critical to the plant operation, competencies required in the plant leaders rather than in beginning workers. However, the school people who work with students entering employment are able to report their experience with such students. Their reports, combined with the understanding that teachers and others schooled in child and adolescent development have about expected behavior, were used in devising two appraisal instruments: "Where Is It Done?" and "What to Do?" The instruments were developed further by comparison with statements in Part I of the "Handbook for Young Workers," published by the Bureau of Labor Standards, U. S. Department of Labor.

In this study it was observed that the public school situation in less advantaged situations is less amenable to test development than is the usual laboratory school situation. The public school situation in less advantaged areas includes both teachers and students who find the test development situations novel and emotionally disturbing as well as teachers and students familiar with what is expected and with meeting new situations easily.

The greater frequency of students with reading handicaps is also notable in the less advantaged communities. Families new to the social order are more apt to enter it in the disadvantaged community than in the advantaged. They may be less able to understand and comply with directions.

Nevertheless from the standpoint of validity it is important to work in disadvantaged communities as well as advantaged ones in developing appraisal instruments regarding social readiness for employment, or other devices for appraising differences in attitudes, knowledge, and intellectual skills associated with different life styles. Appraisal devices should be developed with the kind of student who will make use of them.

In working in typical school situations, as we did, it is necessary to gain help in the development of curricular materials without interfering with the present ongoing program. It is desirable to ask for only such help as will also be in accord with the existing objectives for the program. Although this condition may seem at first to be a restriction, it is actually a means of assuring that materials are indeed within the level of ability and the interests of the students and their teachers. Furthermore, the condition also contributes to construction of materials which are an understandable improvement without being a radical departure. In the long run, most progress is made by small increments rather than large steps.

Within the limits of a small study, it is not possible to identify all the possible items for appraisal of social readiness for employment, and then to select those which are "best" by some preestablished standard. The appraisal devices developed are therefore not claimed to be "the best possible" appraisal devices, but are presented as in accord with thinking of the Bureau of Labor Standards of the Department of Labor, and of the sample of women in leading occupations, and a small sample of school people working with the age group, and a small sample of those who help induct high school students into employment situations.

The responses of students to the items of "Where Is It Done?" varied from item to item and from student group to student group. For instance, ninety-eight per cent of the 7th grade girls of School R thought that you "hand in an assignment on time, finished or not" at school, but only 28% of them thought that you do the same at work. Eighth grade boys and girls at another school had a different view: 29% of them thought the action done at school; and 20% of them, at work. Such variation suggests that students are formulating their ideas about what to do and not do, and emphasize the importance of planned curriculum experience with regard to social readiness for employment.

Inasmuch as most students in this age range report work experience with such responsibilities as running errands and baby sitting, they need opportunity for interpreting their experience to further their understanding of employment. With membership in the labor force an expected part of their future, both girls and boys should be prepared for it through planned curriculum activities. Social readiness for employment is so important that it should not be left to chance.

The variation in group responses to "Where Is It Done" emphasizes also the desirability of further research regarding factors associated with social readiness for employment. Although the present small-contract study attempted to study relationships of student responses to socioeconomic level of the parents, intelligence test scores, and student absence, the nature of the data available did not warrant even tentative generalizations. Responses of individuals to the questionnaire should be studied in relation to each such possible variable as age and concomitant physiological maturation, as well as grades in school. Furthermore, the work of Ralph H. Turner (10) affirms the importance of career aspirations and suggests their relevance to social class background. Probably it is important to study aspects of social class in relation to student responses to an instrument appraising social readiness for employment.

As now developed "Where Is It Done?" and "What To Do?" are highly useful curriculum materials. They are of interest to students and elicit valid and reliable responses from student groups.

Such group responses are useful to teachers who expect their students to develop further their social readiness for employment. By having students respond to the appraisal device, teachers can see the present thinking of student groups with regard to social readiness for employment and can plan suitable experiences to help them develop further.

Conclusion

On the basis of interviews of selected people in business, industry, and schools, and on the basis of the "Handbook for Young Workers" published by the Bureau of Labor Standards of the U. S. Department of Labor (1), a two-part instrument was devised, entitled, "Where Is It Done?" and "What to Do?" Student responses obtained in junior high schools serving disadvantaged communities showed items appropriate in differentiating among such student groups. Directions were refined by use in classroom situations.

On the basis of responses of leading women in twelve or more different occupations, the instrument was revised by eliminating items of wide variability in response, and a key for scoring was developed.

The revised instrument and key are as follows:

Directions for Administering the Questionnaires "Where Is It Done?" and "What To Do?"

1. Before distributing the answer sheets and the questionnaire booklets, say:

> "Many of you run errands or do other work for your family. Some of you earn money by taking care of children, mowing lawns, cleaning house, and so on. Maybe you have been thinking ahead about employment -- or maybe you have not. At any rate, by answering an interesting questionnaire, you have an opportunity to think about it today."
>
> "As soon as you get your answer sheet, fill in the top line with your name, the name of our school, and the date today,________________________"

2. "Does everyone have a questionnaire booklet?" "Does everyone have an answer sheet? Be sure to fill in the top line."

3. "There are no right or wrong answers."

4. "Read the first set of directions in the questionnaire booklet. Read them silently, while I read them aloud...."

5. If a student asks a general question such as, "Do we put down what we should do, or what we do do?" repeat the directions:

"Show where each item is done. Leave the letters uncovered is you think it is not done."

If a student asks about a particular item, say: "If an item bothers you, please respond to it, but put an "x" in front of the item on your answer sheet so that we can discuss it later."

6. After reading the directions and getting the students started, please complete the following information items:

Time of starting__________ Subject Taught______________
Time of stopping__________ Grade level_________________
Date______________________ Period of the day____________
Number of students enrolled____________ Teacher_____________________
Number of students present____________

7. Description of class____
____
____
____

8. Remarks about student response to questionnaire____________
____
____
____
____

9. To compare his thinking with that of experienced workers about "Where Is It Done?" a student uses only the "s" and "w" responses, counting one point for each item corresponding with expected responses. Fifty-eight points are possible.

Expected responses are:

Item Number	Expected Responses		Item Number	Expected Responses	
	At school	At work		At school	At work
1	x	x	16	x	x
2	x	x	17	x	x
3	x	x	18	x	x
4	x	x	19	x	x
5	x	x	20	x	x
6			21		
7	x	x	22	x	x
8	x	x	23		
9	x	x	24	x	x
10	x	x	25		
11	x	x	26		
12	x	x	27		
13	x	x	28		
14	x	x	29	x	x
15	x	x			

10. His responses to the "What To Do?" questionnaire enable a student to see how he thinks about:

a. Taking irrelevant or nonspecific action.
b. Directly attacking the problem.
c. Relying on an authority figure.
d. Depending on one's peers.
e. Attempting to obtain further information.
f. Withdrawing, or delaying action.

Statements following each of the situations are labeled "a," "b," "c," "d," "e," and "f" according to the above classification.

WHERE IS IT DONE?

Directions: For each item listed, please use the answer sheet to show where you think it is done.

Put an X on the "h" if you think it is done at home.

Put and X on the "s" if you think it is done at school.

Put and X on the "w" if you think it is done at work.

Leave the letters uncovered if you think it is not done.

For each item, you may put an X on one, two, or all three of the letters, or on none of them.

Show where you think each is done.

1. Do what you are told to do, whether you feel it should be done or not.

2. When you write a message, use the words said even if you do not spell them correctly.

3. Figure what plans will cost before going ahead with them.

4. If you do not know what to do, ask the person in charge.

5. Pay attention to reading of directions.

6. Get angry if things are not done the way they should be.

7. Spend money for what you want whether you need it or not.

8. Do as much as you can without getting help.

9. Take a short-cut rather than follow a safety rule.

10. As you work, check each part to be sure it is right.

11. When you leave a room put your chair in its place.

12. A person threatens you. Tell him, "I'll get you later."

13. Clean up as soon as you finish a job.

14. A blind is torn. Tell the person in charge.

15. What you did does not look well-done. Do it over.

16. People say it will happen. Do not depend on it happening.

17. Follow safety rules rather than take a short cut.

18. Keep your temper whether things are done the way they should be or not.

19. Ask a person talking to someone else to help you.

20. To talk to a person across the room from you, go over to where he is and talk quietly.

21. Arrive after an activity has started.

22. Do what you think should be done, whether told to or not.

23. Expect other young people, but not grown-ups, to help you.

24. Finish the last activity while directions are given for the next one.

25. Go ahead with plans even if costs are not known.

26. Leave your chair where you were using it.

27. Avoid swearing.

WHAT TO DO?

Directions: Please use your answer sheet to show what to do in each situation below. As you read each situation, think of yourself as trying to get a job, or as actually on the job.

Put an X on the letter for each action that you think is worth taking.

You may put an X on one, two, three, four, five, or all six of the letters, or on none of them.

Show what to do in each situation.

Situation 1: You read a notice on the school bulletin board as follows:

Need helper Saturday mornings from 8 to 12.
Call Mrs. F. A. Jones, 735-8167

You guess that many people will read the ad, and that the work probably will be at minimum pay.

You decide to:

__a__ Plan to call Mrs. Jones Friday night.

__b__ Call Mrs. Jones at once.

__c__ Make an appointment with the school counselor.

__d__ Talk a friend into going with you to apply for the job.

__e__ Find out what a "helper" does.

__f__ Wait for a more attractive offer.

Situation 2: When you talk with the school counselor about how to get a job, the counselor suggests that you enroll in a job-preparation course meeting for an hour after school every school day for six weeks. You decide to:

a Pay no attention to the suggestion

b Enroll for the course.

c Ask your folks if you should take the course.

d Talk over with your friend whether to enroll.

e Ask the teacher of the course what it covers.

f Think about enrolling later.

Situation 3: You telephone a company and ask for the Employment Office. A woman answers and says, "Employment."
You ask, "When may I come for an interview?"
The voice asks, "What kind of work are you looking for?"
You explain:

a that you are interested in any opening they have.

b what skills you think you have.

c that your folks think you are a good worker.

d that a friend of yours is in a department you would like.

e that you would like to know what jobs are open now.

f that you do not know what titles they use for jobs.

Situation 4: When you have an interview for an interesting job, you find that your weight is not within the weight range required. You tell the interviewer that:

a Your weight problem goes with being in your family.

b You will go on a diet to reach the weight required.

c You will see a doctor about a diet.

d You will talk with a friend who is dieting.

e You need to know what your weight is and what is should be.

f You will look for another job.

Situation 5: The interviewer points out that an employee must be at work every working day on time. "Will you get to work on time?" the interviewer asks. You reply:

__a__ "I'll figure that out after I get the job."

__b__ "Yes. At what time?"

__c__ "I'll talk with my folks about how to do that."

__d__ "I'll ask a friend about a ride."

__e__ "I shall look into bus schedules."

__f__ "Do I get more pay if I get more done?"

Situation 6: During an interview about a job, you make sure to ask:

__a__ What vacation does an employee get?

__b__ May I fill in on a job until someone is hired?

__c__ Can my folks help me get the job?

__d__ Are there other workers my age?

__e__ What is the work to be done?

__f__ Shall I apply when I am older?

Situation 7: You have been on a job a couple of months when a friend writes about wanting to see you when in town. Your friend is to be in town for only a few hours, and those hours are during the hours that you work. You should:

__a__ Take sick leave.

__b__ Telephone your friend during a coffee break.

__c__ Explain the problem to your boss.

__d__ Explain the difficulty to a friend at work.

__e__ Find out the regulations about taking time off.

__f__ Forget about visiting with your friend.

Situation 8: You find out that a report you turned in had a mistake on it. You should:

a See that someone else does, or checks over, the next report.

b Turn in a correct report.

c Tell your boss about the mistake.

d Talk over the mistake with a friend.

e Get more facts about the point that bothered you.

f Forget about the mistake.

Situation 9: At work you sometimes use a little flashlight which feels good in your hand and gives a bright beam of light. It is just the kind of a flashlight you need at home. You should:

a Take the flashlight home over night when you need it.

b Ask your boss about buying the little flashlight.

c Ask the purchasing department where it got the flashlight.

d Talk over the matter with a friend at work.

e Find out how the company keeps track of its small tools.

f Forget about the flashlight you like.

Situation 10: On your way to work you realize that you do not have with you the things you took home to finish. You should:

a At work, keep out of the way of the boss.

b Bring the things the next day.

c Ask your boss what to do.

d Talk with a friend at work about what to do.

e Find out how much pay a person loses for being tardy.

f Say nothing about the things.

Recommendations It is recommended that:

1. A curriculum unit be devised to help junior high school students in furthering their readiness for employment. Specifically, it is recommended that the unit include the use of:

"Where Is It Done?" and "What To Do?" as devices for appraising where the group begins its study.

The additional items devised, as a base for student discussions.

"The Handbook for Young Workers," published by the Bureau of Labor Standards, U. S. Department of Labor, 1965 (1), and used as a base for devising the appraisal instruments in this study.

2. The appraisal device be made available to the U. S. Department of Labor for inclusion as an appendix in the "Handbook for Young Workers" at whatever time it is reprinted, if the Department so desires.

3. A study of characteristic differences in groups of junior high school girls in advantaged and disadvantaged communities who make use of the appraisal device developed.

4. A study be made of the social readiness for employment of junior high school girls and boys, including points of difference as well as points of similarity, and that the appraisal device developed be used in that study.

5. A study be made of what curricular differences are associated with differences in response to the appraisal devices: Do students electing home economics evidence greater social readiness for employment than do their peers? Do students who elect a general course in business? Students having a social studies unit on occupations?

6. Further attention be given to extending and refining the present instrument for appraising social readiness for employment. This project has demonstrated the feasibility of developing such devices.

The instrument developed in this project is useful for describing the current status of a group of junior high school students in its social readiness for employment. Thus it is an aid to a teacher taking students from where they are to a greater understanding of the social aspects of employment.

The instrument is interesting to students, and is useful to them in developing social readiness for employment.

Summary

Out of interview data and a Bureau of Labor Standards booklet entitled "Handbook for Young Workers," two appraisal devices were developed to measure social readiness for employment, namely: "Where Is It Done?" and "What to Do?" They are direct means for a student to record his thinking about what to do in work and school situations. At the same time he records some of his thinking about what to do at home, and facts about his work experience, thus enabling himself and others to observe the veracity of his responses.

"Where Is It Done?" is a series of 87 questions grouped into an instrument of 29 items. Twenty-nine of the questions have to do with home practices of the student, and serve as a means for seeing the consistency of student concepts about what behavior is desirable. Fifty-eight questions constitute the device for appraising social readiness for employment. Half of the fifty-eight questions have to do with behavior appropriate at school, and the other half, with behavior appropriate at work. Since the behavior described in each half is the same as in the other half, it is possible to determine the extent to which a student group visualizes the work situation as realistically as its school situation.

"What To Do?" was devised as a means for exploring in greater depth the thinking of the student about work situations. It is a series of ten situations each of which is followed by a series of six statements, namely:

a. An irrelevant or nonspecific course of action.

b. A direct and specific course of action by a self-sufficient person.

c. Action involving reliance on an authority figure.

d. Action involving dependence on peers.

e. An attempt to obtain further information.

f. An ineffective, withdrawing or delaying action.

Keys to both parts of the instrument were made on the basis of responses of leading women in more than twelve different vocations. For "Where Is It Done?", items were identified as desirable or undesirable actions for the school and work situations. For "What to Do?", items were uniformly checked under "b."

Responses of junior high school students in less advantaged communities showed "Where Is It Done?" to be useful in describing the thinking of groups of students. The students found the instruments of interest, and responded well to them even though the appraisal situation included potential distractions. When the instrument was given on each of two successive days to home economics students, the reliability of group responses was .935.

Developing the instrument in schools in less advantaged communities showed that cooperating teachers need to understand the process of developing an appraisal device. Understanding cooperation on the part of administrators must be supplemented by such cooperation on the part of teachers.

The small-contract study spear-headed development of an instrument for appraising social readiness for employment, demonstrating the feasibility of an instrument which can reveal girl or boy growth and development in this regard over the years.

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APPENDIX A

Name________________________Subject_______________Teacher_______________

WHERE IS IT DONE?
Form A

__Directions:__ For each activity listed below, please show where you think it is done.

Put an X in the first column	if you think it is done __at home__.
Put an X in the 2nd column	if you think it is done in a classroom __at school__.
Put an X in the 3rd column	if you think an employed person does it __at work__.
Leave the columns __blank__	if you think it is __not done__.

For each activity, you may put an X in one, two, or all three of the columns, or in none of them.

Show where you think each activity is done.

	Columns		
	1 At home	2 In school	3 At work
1. Arrive just before an activity starts.			
2. Swear if something goes wrong.			
3. Do what you are told to do, whether you feel it should be done or not.			
4. When you write a message, use the words said even if you do not spell them correctly.			
5. Figure what plans will cost before going ahead with them.			
6. Try not to tell jokes.			
7. Trust people not to cheat you.			
8. Ask a person by himself to help you.			
9. Avoid telling people what you think will help.			
10. Shoot a paper airplane.			

	1 At home	2 In school	3 At work
11. If you do not know what to do, ask the person in charge.			
12. Pay attention to reading of directions.			
13. Say what you want to, but be sure to use correct grammar.			
14. Expect grown-ups, but not young people to help you.			
15. Get angry if things are not done the way they should be.			
16. Depend on what people say will happen.			
17. Hand in an assignment on time, finished or not.			
18. If you do not feel well, keep on working anyway.			
19. Expect friends to move to another neighborhood.			
20. To talk to a person across the room, stay where you are and raise your voice.			
21. Spend money for what you want whether you need it or not.			
22. Do as much as you can without getting help.			
23. Take a short-cut rather than follow a safety rule.			
24. Say you will do it when you know how.			
25. Take a place next to a person who is different from you.			
26. As you work, check each part to be sure it is right.			
27. When you have no lunch, borrow money from the person in charge.			
28. Do not answer a friend when the person in charge is talking.			
29. When you leave a room, put your chair in its place.			

Name______________________Subject_______________Teacher____________

WHERE IS IT DONE?
Form B

Directions: For each activity listed below, please show where you think it is done.

Put an X in the first column	if you think it is done at home.
Put an X in the 2nd column	if you think it is done in a classroom at school.
Put an X in the 3rd column	if you think an employed person does it at work.
Leave the columns blank	if you think it is not done.

For each activity, you may put an X in one, two, or all three of the columns, or in none of them.

Show where you think each activity is done.

	Columns		
	1 At home	2 In school	3 At work
1. Tell a joke.			
2. People say it will happen. Do not depend on it happening.			
3. Take a rest if you do not feel well.			
4. You do not know what to do. Then watch until you get the idea.			
5. Say what you want to say. Do not worry about your grammar.			
6. Follow safety rules rather than take a short cut.			
7. Spend money for what is needed although what you want is different.			
8. Finish an assignment, on time or not.			
9. Keep your temper whether things are done the way they should be or not.			
10. Do not shoot a paper airplane.			

	1 At home	2 In school	3 At work
11. Ask a person talking to someone else to help you.			
12. Get help before you finish doing what you can.			
13. Work fast rather than checking each part to be sure it is right.			
14. Try to borrow money from a friend when you have no lunch.			
15. To talk to a person across the room from you, go over to where he is and talk quietly.			
16. Arrive after an activity has started.			
17. Do what you think should be done, whether told to or not.			
18. Take a place next to a person like you, not different from you.			
19. Expect other young people, but not grown-ups, to help you.			
20. Use words you know how to spell when you write down a message.			
21. Watch out for being cheated.			
22. Answer your friend in a whisper when the person in charge is talking.			
23. Finish the last activity while directions are given for the next one.			
24. Tell people what you think would help.			
25. Go ahead with plans even if costs are not known.			
26. Expect friends to stay in the neighborhood.			
27. Leave your chair where you were using it.			
28. Say you will do it even if you do not know how.			
29. Avoid swearing.			

APPENDIX B

WHERE IS IT DONE?

Directions: For each item listed, please use the answer sheet to show where you think it is done.

Put an X on top of the "h" if you think it is done at home.

Put an X on top of the "s" if you think it is done at school.

Put an X on top of the "w" if you think it is done at work.

Leave the letters uncovered if you think it is not done.

For each item, you may put an X on one, two, or all three of the letters or on none of them.

Show where you think each is done.

1. Arrive just before an activity starts.
2. Swear if something goes wrong.
3. Do what you are told to do, whether you feel it should be done or not.
4. When you write a message, use the words said even if you do not spell them correctly.
5. Figure what plans will cost before going ahead with them.
6. Try not to tell jokes.
7. Trust people not to cheat you.
8. Ask a person by himself to help you.
9. Avoid telling people what you think will help.
10. Shoot a paper airplane.
11. If you do not know what to do, ask the person in charge.
12. Pay attention to reading of directions.
13. Say what you want to, but be sure to use correct grammar.
14. Expect grown-ups, but not young people to help you.
15. Get angry if things are not done the way they should be.
16. Depend on what people say will happen.
17. Hand in an assignment on time, finished or not.
18. If you do not feel well, keep on working anyway.
19. Expect friends to move to another neighborhood.
20. To talk to a person across the room, stay where you are and raise you voice
21. Spend money for what you want whether you need it or not.
22. Do as much as you can without getting help.
23. Take a short-cut rather than follow a safety rule.
24. Say you will do it when you know how.
25. Take a place next to a person who is different from you.
26. As you work, check each part to be sure it is right.
27. When you have no lunch, borrow money from the person in charge.
28. Do notanswer a friend when the person in charge is talking.
29. When you leave a room, put your chair in its place.

30. Wear what you wear to a party.

31. Stop work when a friend wants to talk.

32. A person threatens you. Tell him, "I'll get you later."

33. Clean up as soon as you finish a job.

34. Wave to a friend going by outside.

35. A blind is torn. Tell the person in charge.

36. What you did does not look well-done. Do it over.

37. Tell a joke.

38. People say it will happen. Do not depend on it happening.

39. Take a rest if you do not feel well.

40. You do not know what to do. Then watch until you get the idea.

41. Say what you want to say. Do not worry about your grammar.

42. Follow safety rules rather than take a short cut.

43. Spend money for what is needed although what you want is different.

44. Finish an assignment, on time or not.

45. Keep your temper whether things are done the way they should be or not.

46. Ask a person talking to someone else to help you.

47. Do not shoot a paper airplane.

48. Get help before you finish doing what you can.

49. Work fast rather than checking each part to be sure it is right.

50. Try to borrow money from a friend when you have no lunch.

51. To talk to a person across the room from you, go over to where he is and talk quietly.

52. Arrive after an activity has started.

53. Do what you think should be done, whether told to or not.

54. Take a place next to a person like you, not different from you.

55. Expect other young people, but not grown-ups, to help you.

56. Use words you know how to spell when you write down a message.

57. Watch out for being cheated.

58. Answer your friend in a whisper when the person in charge is talking.

59. Finish the last activity while directions are given for the next one.

60. Tell people what you think would help.

61. Go ahead with plans even if costs are not known.

62. Expect friends to stay in the neighborhood.

63. Leave your chair where you were using it.

64. Say you will do it even if you do not know how.

65. Avoid swearing.

WHAT TO DO?

Directions: Please use your answer sheet to show what to do in each situation below. As you read each situation, think of yourself as trying to get a job, or as actually on the job.

Put an X on top of the letter for each action that you think is worth taking.

You may put an X on top of one, two, three, four, five, or all six of the letters, or on top of none of them.

Show what to do in each situation.

Situation 1: You read a notice on the school bulletin board as follows:

> Need helper Saturday mornings from 8 to 12.
> Call Mrs. F. A. Jones, 735-8167.

You guess that many people will read the ad, and that the work probably will be at minimum pay.

You decide to:

_a_ Plan to call Mrs. Jones Friday night.

_b_ Call Mrs. Jones at once.

_c_ Make an appointment with the school counselor.

_d_ Talk a friend into going with you to apply for the job.

_e_ Find out what a "helper" does.

_f_ Wait for a more attractive offer.

Situation 2: When you talk with the school counselor about how to get a job, the counselor suggests that you enroll in a job-preparation course meeting for an hour after school every school day for six weeks. You decide to:

_a_ Pay no attention to the suggestion.

_b_ Enroll for the course.

_c_ Ask your folks if you should take the course.

_d_ Talk over with your friend whether to enroll.

_e_ Ask the teacher of the course what it covers.

_f_ Think about enrolling later.

Situation 3: You telephone a company and ask for the Employment Office. A woman answers and says, "Employment."
You ask, "When may I come for an interview?"
The voice asks, "What kind of work are you looking for?"
You explain:

a that you are interested in any opening they have.

b what skills you think you have.

c that your folks think you are a good worker.

d that a friend of yours is in a department you would like.

e that you would like to know what jobs are open now.

f that you do not know what titles they use for jobs.

Situation 4: When you have an interview for an interesting job, you find that your weight is not within the weight range required. You tell the interviewer that:

a Your weight problem goes with being in your family.

b You will go on a diet to reach the weight required.

c You will see a doctor about a diet.

d You will talk with a friend who is dieting.

e You need to know what your weight is and what it should be.

f You will look for another job.

Situation 5: The interviewer points out that an employee must be at work every working day on time. "Will you get to work on time?" the interviewer asks. You reply:

a "I'll figure that out after I get the job."

b "Yes. At what time?"

c "I'll talk with my folks about how to do that."

d "I'll ask a friend about a ride."

e "I shall look into bus schedules."

f "Do I get more pay if I get more done?"

Situation 6: During an interview about a job, you make sure to ask:

a What vacation does an employee get?

b May I fill in on a job until someone is hired?

c Can my folks help me get the job?

d Are there other workers my age?

e What is the work to be done?

f Shall I apply when I am older?

Situation 7: When you find out that a company where you applied is now hiring, you telephone to be sure your application is being considered. When you find out that your papers are not among those being considered, you say:

a You mean you've lost my papers?

b When may I come for an interview?

c Do you think you will find my papers?

d I'll talk with a man I know in the company.

e Maybe they are filed under a name something like mine.

f I'm sorry you did not consider me.

Situation 8: You have been on a job a couple of months when a friend writes about wanting to see you when in town. Your friend is to be in town for only a few hours, and those hours are during the hours that you work. You should:

a Take sick leave.

b Telephone your friend during a coffee break.

c Explain the problem to your boss.

d Explain the difficulty to a friend at work.

e Find out the regulations about taking time off.

f Forget about visiting with your friend.

Situation 9: You find out that a report you turned in had a mistake on it. You should:

a See that someone else does, or checks over, the next report.

b Turn in a correct report.

c Tell your boss about the mistake.

d Talk over the mistake with a friend.

e Get more facts about the point that bothered you.

f Forget about the mistake.

Situation 10: You see that the person working next to you has made a mistake. You should:

a Talk with him later about what you saw.

b Correct the error.

c Tell the boss what you saw.

d Tell a friend about your experience.

e Find out when such a mistake happens.

f Forget about the mistake.

Situation 11: You notice that the person working next to you does not work the same way that you do. You should:

a Try working like the person next to you.

b Tell the boss what you noticed.

c Talk with the supervisor about the two ways of working.

d Talk with a friend about the difference.

e Find out why the other person works as he does.

f Go on working as you do.

Situation 12: At work you sometimes use a little flashlight which feels good in your hand and gives a bright beam of light. It is just the kind of a flashlight you need at home. You should:

_a__ Take the flashlight home over night when you need it.

_b__ Ask your boss about buying the little flashlight.

_c__ Ask the purchasing department where it got the flashlight.

_d__ Talk over the matter with a friend at work.

_e__ Find out how the company keeps track of its small tools.

_f__ Forget about the flashlight you like.

Situation 13: At work you sometimes get a drink from the dispenser machine. One day you put in your coins, and no drink came out. You should:

_a__ Watch to see others lose their money.

_b__ Put an "out-of-order" sign on the machine.

_c__ Tell your boss what happened to you.

_d__ Tell your friends what happened.

_e__ Put coins into the machine again.

_f__ Just get back to work.

Situation 14: On another day you put your coins into the dispenser machine, got your drink, and then noticed that your coins had come to the coin return place. You should:

_a__ Watch to see if someone else gets a free drink.

_b__ Put an "out-of-order" sign on the machine.

_c__ Tell your boss what happened.

_d__ Tell your friends what happened.

_e__ Put coins into the machine again.

_f__ Pocket your coins and say nothing.

Situation 15: Your boss comes over to say, "You're not doing that right." You should:

a Say, "Well, it does the job."

b Say, "How should I do it?"

c Later ask the supervisor what he thinks is the way to do it.

d Later ask a friend why the boss talked with you.

e Listen to what else he has to say.

f Stay quiet as long as the boss is near you.

Situation 16: On your way to work you realize that you do not have with you the things you took home to finish. You should:

a At work, keep out of the way of the boss.

b Bring the things the next day.

c Ask your boss what to do.

d Talk with a friend at work about what to do.

e Find out how much pay a person loses for being tardy.

f Say nothing about the things.

Situation 17: While you are hard at work doing your job, the supervisor walks by and says, "Watch what you're doing!" You should:

a Say, "Good morning, sir."

b Ask him, "What is the problem?"

c Later ask the boss what the supervisor wanted you to do.

d Later ask another worker what the supervisor meant.

e Read about methods of supervision.

f Say nothing about the remark.

Situation 18: Just as you are leaving for work, your mother says that she needs some baking powder to finish the cake she is baking. "Will you run over to the store for some?" she asks. You should:

__a__ Get baking powder on your way home from work.

__b__ Reply, "I can't help you, mother. I have to go to work now."

__c__ Talk with your boss about how to deal with a mother.

__d__ Ask your friend at work about handling a mother's requests.

__e__ At another time, help your mother check over her cooking supplies.

__f__ Say, "Good-bye," and leave.

Situation 19: On a family birthday, your boss asks you to work an hour over time. Doing so will make you an hour late for the birthday dinner you planned. You should:

__a__ Buy a birthday card on your way home.

__b__ Telephone about having dinner an hour later.

__c__ Ask your boss about what to do.

__d__ Ask a friend at work what to do.

__e__ Find out what the rules are about overtime work.

Situation 20: Without warning, the boss comes over to you and says, "You're fired!" You should:

__a__ Ask, "Do I stay to the end of the week?"

__b__ Ask him what the problem is.

__c__ Talk with the supervisor about what to do.

__d__ Talk with a friend about what to do.

__e__ Ask, "When can I see you about what happened?"

__f__ Pick up your things and leave.

Name____________________________ School _______________________ Year in school _______

ANSWER SHEET

Where Is It Done? . . . . What To Do? . . . .

Item	Where?	Item	Where?
1.	h s w	46.	h s w
2.	h s w	47.	h s w
3.	h s w	48.	h s w
4.	h s w	49.	h s w
5.	h s w	50.	h s w
6.	h s w	51.	h s w
7.	h s w	52.	h s w
8.	h s w	53.	h s w
9.	h s w	54.	h s w
10.	h s w	55.	h s w
11.	h s w	56.	h s w
12.	h s w	57.	h s w
13.	h s w	58.	h s w
14.	h s w	59.	h s w
15.	h s w	60.	h s w
16.	h s w	61.	h s w
17.	h s w	62.	h s w
18.	h s w	63.	h s w
19.	h s w	64.	h s w
20.	h s w	65	h s w
21.	h s w		
22.	h s w		
23.	h s w		
24.	h s w		
25.	h s w		
26.	h s w		
27.	h s w		
28.	h s w		
29.	h s w		
30.	h s w		
31.	h s w		
32.	h s w		
33.	h s w		
34.	h s w		
35.	h s w		
36.	h s w		
37.	h s w		
38.	h s w		
39.	h s w		
40.	h s w		
41.	h s w		
42.	h s w		
43.	h s w		
44.	h s w		
45.	h s w		

Situation	What to Do?
1.	a b c d e f
2.	a b c d e f
3.	a b c d e f
4.	a b c d e f
5.	a b c d e f
6.	a b c d e f
7.	a b c d e f
8.	a b c d e f
9.	a b c d e f
10.	a b c d e f
11.	a b c d e f
12.	a b c d e f
13.	a b c d e f
14.	a b c d e f
15.	a b c d e f
16.	a b c d e f
17.	a b c d e f
18.	a b c d e f
19.	a b c d e f
20.	a b c d e f

FACT SHEET

Directions: If you would like to help develop these teaching materials, please
Put an X in the columns that show your experience.

Course	Enrolled in now	Have taken	
		1 sem.	2 sem.
Typing			
OFC PRAC			
ELEC			
ELECTRON			
GR ART			
CRAFTS			
IND DRAW			
MET & ELEC			
WOODS			
Homemaking			
7th, Required			
7th, Elective			
8th, Elective			
9th, Elective			

Please turn sheet over

FACT SHEET

B G ____________
Boy or girl?

Name ______________________________ Date ______________________________
Last name First name Month Day Year

School ______________________________ Year in school ____________________

Subject ____________________________ Teacher of the subject ____________________

Period of the day ____________________ Grade usually assigned ____________________

Directions: Read each column heading. Then, for each item, put an X in the columns that show what your life has been like this year.

Item	All of the school term	Part of the school term	About a month	A week or two
In this school				
Out of school visiting				
Out of school, not feeling well				

For Pay	To help at home	To help others	Item What I Do (Write in any others on last lines)	On occasion	Each weekend	Every school day	7 days each week
			Baby sitting				
			Child care				
			Ironing				
			Cleaning house				
			Yard work or gardening				
			Lawn care				
			Painting				
			Newspaper selling				
			Newspaper delivery				
			Attendant				
			Teacher aide				

APPENDIX C

INDEX OF SOCIAL POSITION[1]

A. S. Hollingshead
Yale University

The Socio-economic Factor

Scale Positions

1. Higher Executives, Proprietors of Large Concerns, and Major Professionals

1.1. Higher Executives

Bank Presidents; Vice Presidents
Judges (Supreme Courts)
Large Businesses, e.g.,
 Directors, Presidents,
 Vice-Presidents
 Assistant Vice Presidents
 Executive Secretary
 Treasurer

Military, Comm. Officers,
 Major and above
 Officials of the Executive
 Branch of Government,
 Federal,State,Local,e.g.,
 Mayor; City Manager, City
 Plan Director, Internal
 Revenue Directors.
Research Directors, Large
 Firms

1.2. Large Proprietors (Value over $100,000)

Brokers
Contractors

Dairy Owners
Lumber Dealers

1.3. Major Professionals

Accountants (C.P.A.)
Actuaries
Agronomists
Architects
Artists, Portrait
Astronomers
Auditors
Bacteriologists
Chemical Engineers
Chemists
Clergymen (Professionally trained)
Dentists

Economists
Engineers (College Grad.)
Foresters
Geologists
Lawyers
Metalurgists
Physicians
Physicians, Research
Psychologists, Practicing
Symphony Conductor
Teachers, University, College
Veterinarians (Veterinary Surgeons)

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[1] Adapted

2. Business Managers, Proprietors of Medium sized Businesses, and Lesser Professionals

2.1. Business Managers in Large Concerns

Advertising Directors
Branch Managers
Brokerage Salesmen
District Managers
Executive assistants
Export Managers, Int. Concern
Govt. Officials, minor, e.g., Internal Revenue Agents
Farm Managers
Office Managers
Police Chief; Sheriff
Personnel Managers
Postmaster
Production Managers
Sales Engineers
Sales Managers, National Concerns
Store Managers (+$100,000)

2.2. Proprietors of Medium Businesses (Value $35,000-$100,000)

Advertising Owners(-$100,000)
Clothing Store Owners(-$100,000)
Contractors (-$100,000)
Express Company Owners(-$100,000)
Fruits, wholesale(-$100, 000)
Furniture Business (-$100,000)
Jewelers (-$100,000)
Labor Relations Consultants
Manufacturer's (Rep.)
Poultry Business(-$100,000)
Purchasing Managers
Real Estate Brokers (-$100,000)
Rug Business (-$100,000)
Store Owners (-$100,000)
Theatre Owners (-$100,000)

2.3. Lesser Professionals

Accountants (Not C.P.A.)
Chiropodists
Chiropractors
Correction Officers
Director of Community House
Engineers(Not college grad.)
Finance Writers
Health Educators
Librarians
Military, Comm.Officers, Ltc., Captains
Musicians(Symphony Orchestra)
Nurses
Opticians
Pharmacists
Public Health Officers (M.P.H.)
Research Assistants, University (fulltime)
Social Workers
Teachers, elementary and high

3. Administrative Personnel, Small Independent Businesses, and Minor Professions

3.1. Administrative Personnel

Advertising Agents
Section Heads, Federal, State,and local Govt. offices

3.1. Administrative Personnel - (continued)

Chief Clerks
  Credit Managers
  Insurance agents
Passenger Agents--RR
Private Secretaries
Purchasing Agents
Sales Representatives
Section Heads, Large businesses and industries
Service Managers
Shop Managers
Store Managers (Chain)
Traffic Managers

3.2. Small Business Owners ($6,000-$35,000)

Art Gallery
Auto Accessories
Awnings
Bakery
Beauty Shop
Boatyard
Brokerage, Insurance
Car Dealers
Cattle Dealers
Cigarette Machines
Cleaning Shops
Five & Ten
Florist
Food Equipment
Food Products
Foundry
Funeral Directors
Furniture
Garage
Gas station
Glassware
Grocery-general
Hotel Proprietors
Inst. of Music
Jewelry
Machinery Brokers
Manufacturing
Monuments
Package Store (Liquor)
Clothing
Coal Businesses
Contracting
Convalescent Homes
Decorating
Dog Supplies
Dry goods
Engraving Business
Feed
Finance Co., local
Fire Extinguishers
Painting Contracting
Plumbing
Poultry Producers
Publicity & Public Welfare
Real Estate
Records and Radios
Restaurants
Roofing Contractor
Shoe
Signs
Tavern
Taxi company
Tire shop
Trucking
Trucks and Tractors
Upholstery
Wholesale outlets
Window shades

3.3. Semi-Professionals

Actors and Showmen
Army M/Sgt; Navy, C.P.P.
Artists
Appraisers (Estimators)
Clergymen (not professionally trained)
Oral Hygienists
Photographers
Physic-therapists
Piano Teachers
Radio, T.V. announcers

3.3. Semi-Professionals -(continued)

Concern Managers
Deputy Sheriffs
Dispatchers, RR Train
Interior Decorators
Interpreters, Court
Laboratory Assistants
Landscape Planners
Morticians
Reporters, Court
Reporters, Newspapers
Surveyors
Title Searchers
Tool Designers
Travel Agents
Yard Masters, RR

3.4. Farmers

Farm Owners ($20,000 - $35,000)

4. Clerical and Sales Workers, Technicians, and Owners of Little Businesses (Value under $6,000)

4.1. Clerical and Sales Workers

Bank clerks and tellers
Bill collectors
Bookkeepers
Business Machine Operators, Offices
Claims Examiners
Clerical or Stenographic
Conductors, RR
Employment Interviewers
Factory storekeeper
Factory supervisor
Post Office clerks
Route Managers
Sales Clerks
Shipping clerks
Supervisors, Utilities, Factories
Toll Station Supr.
Warehouse clerks

4.2. Technician

Dental Technicians
Draftsmen
Driving Teachers
Expeditor, Factory
Experimental Tester
Instructors, Telephone, Co., Factory
Inspectors, Weight, Sanitary
Inspectors, RR; Factory
Investigators
Laboratory Technicians
Locomotive Engineers
Operators, PBX
Proofreaders
Safety Supervisors
Supervisor of Maintenance
Technical Assistants
Telephone Co., Supr.
Timekeepers
Tower Operators, RR
Track Dispatchers
Window Trimmers (store)

4.3. Owners of Little Businesses

Flower Shop ($3,000-6,000)
Newsstand ($3,000-6,000)
Tailor Shop ($3,000-6,000)

4.4 Farmers

Owners ($10,000-20,000)

5. Skilled Manual Employees

Auto Body repairers
Bakers
Barbers
Blacksmiths
Bookbinders
Boilermakers
Brakemen, RR
Brewers
Bulldoser operators
Butchers
Cabinet Makers
Cable Splicers
Carpenters
Casters (Founders)
Cement Finishers
Cheese makers
Chefs
Compositors
Diemakers
Diesel Engine repair & Maintenance (trained)
Diesel Shovel Operators
Machinists (trained)
Maintenance Foreman
Installers, Electrical Appliances
Masons
Masseurs
Mechanics (trained)
Millwrights
Moulders (trained)
Painters
Paperhangers
Patrolmen, RR
Pattern & Model Makers
Piano Builders
Piano Tuners
Plumbers
Policemen, city
Postmen
Printers
Radio, T.V., Maintenance
Electricians
Electrotypists
Engravers
Exterminators
Fitters, Gas, Steam
Firemen, city
Firemen, RR
Foremen, Construction, Dairy
Gardners, Landscape (trained)
Glassblowers
Glaziers
Gunsmiths
Gauge Makers
Hair stylists
Heat Treaters
Horticulturists
Linemen, Utility
Linoleum Layers (trained)
Linotype Operators
Lithographers
Locksmiths
Loom Fixers
Repairmen, Home Appliances
Rope Splicers
Sheetmetal Workers (trained)
Shipsmiths
Shoe Repairment (trained)
Stationary Engineers (licensed)
Stewards, Club
Switchmen, RR
Tailors (trained)
Teletype Operators
Toolmakers
Track Supervisors, RR
Tractor-Trailer Transportation

5. Skilled Manual Employees - continued

Typographers
Upholsters (trained)
Watchmakers
Weavers
Welders
Yard Supervisors, RR

Small Farmers

Owners (Under $10,000)
Tenants who own farm equipment

6. Machine Operators and Semi-Skilled Employees

Aides, Hospital
Apprentices, Electricians, Printers, Steamfitters, Toolmakers
Assembly Line Workers
Bartenders
Bingo Tenders
Bridge Tenders
Building Supr. (cust.)
Bus Drivers
Checkers
Coin Machine Fillers
Cooks, Short Order
Delivery Men
Dressmakers, Machine
Elevator Operators
Enlisted Men, Military Services
Filers, Benders, Buffers
Foundry Workers
Garage and Gas Station Asst.
Greenhouse Workers
Guards, Doorkeepers, Watchmen
Hairdressers
Housekeepers
Meat Cutters and Packers
Meter Readers
Operators, Factory Machines
Oilers, RR
Practical Nurses
Pressers, Clothing
Pump Operators
Receivers and Checkers
Roofers
Set-up Men, Factories-lay out
Shapers
Signalmen, RR
Solderers, Factory
Sprayers, Paint
Steelworkers (Not Skilled)
Stranders, Wire Machines
Strippers, Rubber Factory
Taxi Drivers
Testers
Timers
Tire Moulders
Trainmen, RR
Truck Drivers, General
Waiters--Waitresses ("Better Places")
Weighers
Welders, Spot
Winders, Machine
Wiredrawers, Machine
Wine Bottlers
Wood Workers, Machine
Wrappers, Stores and Factories

Farmers

Smaller Tenants who own little equipment

7. Unskilled Employees

Amusement Park Workers
  (Bowling Alleys, Pool Rooms)
Ash Removers
Attendants, Parking Lots
Cafeteria Workers
Car Cleaners, RR
Car Helpers, RR
Carriers, Coal
Countermen
Dairy Workers
Deck Hands
Domestics
Farm Helpers
Fisherman (Clam Diggers)
Freight Handlers
Garbage Collectors
Grave Diggers
Hog Carriers
Hog Killers
Hospital Workers, Unspecified
Hostlers, RR
Janitors, (Sweepers)
Laborers, Construction
Laborers, Unspecified
Laundry Workers
Messengers
Platform Men, RR
Peddlers
Porters
Roofer's Helpers
Shirt Folders
Shoe Shiners
Sorters, Rag and Salvage
Stagehands
Stevedores
Stock Handlers
Street Cleaners
Unskilled Factory Workers
Truckmen, RR
Waitresses--"Hash Houses"
Washers, Cars
Window Cleaners
Woodshoppers

Farmers

Share croppers

8.

Relief, Public, Private

Unemployed (No Occupation)

Disabled

9. Deceased

10. Housewife